THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon's Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA
Regular Meeting
Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310
Thursday, October 15, 2026

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to Corey Rosenberg at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our Boardbook page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. **Call to Order**
   - A. **Roll Call**
   - *Time: 9:00 AM*
   - B. **Director's Report**
   - *Time: 9:05 AM*
   - C. **Break**
   - *Time: 9:35 AM*
2. **Public Comment**

Time: 9:40 AM

A. The State Board of Education will hold space for **virtual** public comment. Individuals must register in advance to provide virtual comment. Written public comment received will be posted to BoardBook. 3

3. **Consent Agenda**

Time: 10:10 AM

A. House Bill 4154 (2026) Implementation: Quarterly Attendance Reporting 342
B. Physical Education Instructional Materials 352
C. Technical Fix: Duty to Designate One or More Civil Rights Coordinators & Submission of Coordinator Contact Information 363
D. Senate Bill 1601 (2026) Implementation: Polychlorinated Biphenyls (PCB) Testing Reimbursement Grant 376

4. **Informational Reports**

A. Division 22 and 24 Standards Review and Recommendations for the Oregon Department of Education 393

Time: 10:15 AM

Lindsay Baker, Strategic Initiatives Director and Interim Deputy Deputy Director of Operations

5. **Adoptions**

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156| http://www.oregon.gov/ode/about-us

A. Executive Order 26-06: Preserving Instructional Time and Senate Bill 1596 (2026) Bill Implementation: Play-Based Learning and Student Instructional Time 402
Time: 11:15 AM
Dr. Candice Castillo, Deputy Director of Academics and Xylecia Fynn-Aikins, Sasha Grenier, and Eric Anderson, Office of Teaching, Learning, and Assessment

6. **Break for Lunch**

Time: 12:00 PM

7. **Adoptions (continued)**

A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule 489
Time: 1:00 PM
Deirdre Banning, Vanessa Martinez, and Eric Anderson, Office of Teaching, Learning, and Assessment

8. **First Readings**

A. Senate Bill 141 Bill Implementation: Complaint Process for Alleged Violations of Division 22 and Division 24 Standards 526
Time: 1:30 PM
Stacey Guise, Office of Relations, Management, and Support and Cassie Medina, Office of Education Innovation and Improvement

B. Early Literacy Success Initiative - Rules Revision 555
Time: 1:55 PM
Sophie Hilton, Angelica Cruz, Krista Whitney, and Raquel Gwynn, Office Teaching, Learning, and Assessment

C. Program Budgeting and Accounting Manual (PBAM) (Rules Revision) 603
Time: 2:25 PM
Aaron Rivera and Tim Anderson, Office of Finance and Administration

D. Senate Bill 5515 and Senate Bill 5516 (2025) Implementation: Long Term Care & Treatment (LTCT) Education Program Eligibility and Approval - Rules Revision 871
Time: 2:55 PM
Sam Ko, Abby Antonowitsch, and Kate Pattison, Office of Relations, Management, and Support

E. Senate Bill 950 (2025) Implementation: Updates Licensure System for Sign Language Interpreters - Rule Revision 903
Written Report Only

9. **Adjourn**

Time: 3:10 PM

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Milton-Freewater Unified School District #7

DISTRICT OFFICE
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Milton-Freewater, OR 97862

PORTLAND OR RPDC 972
18 SEP 2026 PM 2 L



Oregon Department of Education
Dr. Charlene Williams, Director
255 Capitol Street NE
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97310-

AARON DUFF *Superintendent*

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September 14, 2026

The Honorable Tina Kotek, Governor of Oregon
Oregon State Board of Education
Dr. Charlene Williams, Director of the Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Re: Public Comment regarding Executive Order rulemaking and instructional time requirements (OAR 581-022-2320)

Dear Governor Kotek, Members of the State Board of Education, and Director Williams;

On behalf of the Board of Directors for the Milton-Freewater School District, we appreciate the opportunity to provide public comment regarding the permanent rulemaking process for Oregon Division 22 standards (OAR 581-022-2320) following Executive Order guidance on student class time.

While our district shares your commitment to maximizing high-quality instructional time for all Oregon students, we have significant concerns regarding the proposal to eliminate the ability to count up to 30 hours of professional development and 30 hours of parent-teacher conferences toward total required instructional hours.

Historically, these provisions recognized two essential pillars of student success:

- **Professional Development:** Dedicated time for educators to align curricula, analyze student performance data, and implement evidence-based instructional strategies directly elevate classroom instruction.
- **Family Engagement:** Parent-teacher conferences build crucial home-school partnerships that improve attendance, academic progress, and student well-being.

Removing these 60 allowable hours creates immediate operational and financial challenges for rural and urban districts alike. To absorb these hours without reducing staff development or family outreach, districts will be forced to extend the academic calendar. This shift imposes substantial unbudgeted costs for transportation, nutrition services, and classified staff compensation, while straining collective bargaining agreements. Alternatively, cutting professional training and family

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conferences to meet the strict contact-hour quota will ultimately erode the support systems our students rely on.

We respectfully request that the State Board of Education and the Oregon Department of Education reconsider removing these allowable hours entirely. We urge you to adopt a flexible framework that preserves meaningful professional development and family engagement hours within Division 22 standards or provide dedicated state funding and resources to support the required calendar extensions.

Thank you for your leadership and your ongoing dedication to Oregon's students and public schools.

Sincerely,

Tim McElrath

Tim McElrath, Board Chair
Milton-Freewater School District School Board of Directors

Cc: Aaron Duff

MISSION:
Developing lifelong learners in a safe, positive environment to be contributing citizens in the community.

VISION:
Delivering Superior Education to ALL

GOALS:
- Provide social emotional support and guidance
- Eliminate gaps in achievement
- Cultivate positive relationships and collaborative working environments to foster a safe and positive community

From:	Lloyd
To:	RICHARDSON Cynthia * STBRD; FORDE Libra * STBRD; KHALIL Mona * STBRD; SCURLOCK Jennifer * STBRD; WOFFORD Sarah * STBRD
Cc:	StateBoard Public Email
Subject:	A Proven, Already-Funded Path for Oregon Schools — Advancing Equity Through Access, Not Just Policy
Date:	Thursday, September 24, 2026 6:02:11 AM
Attachments:	National core curriculum for ECEC 2022 (Country Law).pdf

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Dear Chair Scurlock and Members of the State Board,

I'm writing to share research on evidence-based education reforms already proven and funded elsewhere. Given the Board's consistent focus on equity and ensuring every Oregon student has the same chance to succeed, regardless of district or zip code, I believe this research speaks directly to that mission. None of what follows is experimental — every element below is already working, at scale, somewhere in the world or in another U.S. state right now.

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1. PLAY-BASED LEARNING FOR ELEMENTARY STUDENTS

Finland's play-based, child-led early learning approach is binding national law:

- National Core Curriculum for ECEC: https://www.oph.fi/en/education-and-qualifications/national-core-curriculum-ecec-nutshell
- NAEYC Developmentally Appropriate Practice: https://www.naeyc.org/resources/pubs/dap
- Playful Learning Landscapes, UPenn: https://playfullearninglandscapes.com/project-tools/
- Tools of the Mind: https://toolsofthemind.org

Finland outperforms the U.S. on every major PISA benchmark. A Stanford-affiliated Danish kindergarten study found delaying formal instruction by one year reduced inattention and hyperactivity by 73% at age 11.

Videos:

- Harvard — "Play in Early Childhood": https://www.youtube.com/watch?v=pjoyBZYk2zI
- Harvard — "5 Steps for Brain-Building Serve and Return": https://www.youtube.com/watch?v=KNrnZag17Ek
- TED — "The Best Kindergarten You've Ever Seen": https://www.youtube.com/watch?v=J5jwEyDaR-0&t=29s
- DW Documentary — "Finland's Education System Explained": https://www.youtube.com/watch?v=oxJEbSr-ilw&t=1s

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2. FREE AI TUTORING — ALREADY FEDERALLY MANDATED AND FUNDED

- **Executive Order 14277:** https://www.govinfo.gov/content/pkg/DCPD-202500511/pdf/DCPD-202500511.pdf
- **Department's guidance:** https://www.ed.gov/media/document/opepd-ai-dear-colleague-letter-7222025-110427.pdf

Louisiana already used this exact federal grant flexibility to fund $6 million in AI tutoring across 23 districts, including rural parishes — directly relevant to Oregon's 197 districts, many of them rural and geographically isolated across the state.

Outcome evidence:

- **Harvard RCT:** https://erctpapers.com/papers/31-kestin-et-al-2025-ai-tutoring-active-learning-rct.html
- **Tsinghua University (Beijing) RCT:** https://arxiv.org/pdf/2505.22526
- **IZA randomized experiment:** https://docs.iza.org/dp18338.pdf

Free AI tutoring, available equally to a student in Portland and a student in rural Eastern Oregon, is a genuine equity tool — the same personalized support currently available only to families who can afford private tutoring, extended to every student regardless of geography or income.

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3. VR CLASSROOM TECHNOLOGY

- **ClassVR:** https://www.classvr.com/us/ — deployed in 200,000+ schools worldwide.

VCU randomized controlled trial: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12718285/

Real global innovations students could explore, several with direct relevance to Oregon's own economy and geography:

- **Regenerative ocean farming** — directly relevant to Oregon's coastal communities and fishing industry: https://www.climateaction.org/news/10-innovations-in-agriculture1
- **Agrivoltaics** — relevant to Oregon's growing renewable energy sector: https://www.youtube.com/watch?v=yeN5xAwXY7I
- **China's Three-North Shelterbelt Programme** — large-scale land and forest management, relevant to Oregon's own forestry and wildfire-prevention challenges: https://www.youtube.com/watch?v=91vrHrcVJ_w

Especially relevant to Oregon: VR could also realistically simulate wildfire preparedness and evacuation scenarios, a genuinely valuable application given Oregon's increasing wildfire risk.

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4. A NEURODIVERSITY-AFFIRMING PROGRAM FOR AUTISTIC AND SPECIAL NEEDS STUDENTS

- **AAC evidence:** https://apps.asha.org/EvidenceMaps/Articles/ArticleSummary/bf2476fb-ac36-4c4d-8ddc-ac17942af676
- **UK National Strategy for Autistic Children:** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1005277/autism-strategy-implementation-plan-2021-to-2022-annex-a.pdf
- **Netherlands Inclusive Education Act:** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6907142/
- **Autism and suicide risk:** https://afsp.org/autism-and-suicide/
- **Peer integration research:** https://journals.sagepub.com/doi/10.1177/27546330251370655

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5. MOVING FROM PUNITIVE DISCIPLINE TO RESTORATIVE PRACTICE

- **Zero-tolerance research:** https://www.tandfonline.com/doi/full/10.1080/02673843.2024.2435270
- **School-to-prison pipeline:** https://scholarship.law.ufl.edu/cgi/viewcontent.cgi?article=1783&context=facultypub
- **Finland's KiVa program:** https://crimesolutions.ojp.gov/ratedprograms/kiva-antibullying-program
- **New Zealand's PB4L:** https://pb4l.tki.org.nz/PB4L-Restorative-Practice
- **Scotland's framework:** https://communityjustice.scot/news/the-development-of-the-national-restorative-justice-policy-and-practice-framework/
- **Video:** https://www.youtube.com/watch?v=f8nkcRMZKV4

This may be a particularly natural fit given the Board's stated equity priorities — research consistently shows exclusionary discipline disproportionately affects the same student populations equity-focused policy aims to protect.

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6. WHY EDUCATION ACCESS MATTERS BEYOND ACADEMICS

- **Education and depression risk:** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12152267/
- **Education and homelessness/justice risk:** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8368183/

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7. HEALTH, SAFETY, AND LIFE SKILLS

AI-guided health curriculum, paired with partnerships with local YMCAs and municipal recreation centers, could extend real swim lessons and fitness programs statewide. VR can support water-safety education and CPR/rescue response as a supplement to real instruction — genuinely relevant given Oregon's rivers, lakes, and coastline.

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8. FOREIGN LANGUAGE LEARNING

AI tutoring paired with VR gives students repeatable conversation practice with an AI partner and immersive real-world context, valuable across Oregon's increasingly diverse student population.

WHY THIS MATTERS FOR OREGON SPECIFICALLY

The Board's stated mission centers on ensuring every student, in every corner of the state, has the same chance to succeed. Free AI tutoring and equitable access to these tools directly serve that mission — a rural Eastern Oregon

student and a Portland student gaining access to the same personalized support, at no cost to either family, using federal funding flexibility that doesn't require new state spending.

WHAT I'M ASKING

1. Please review the research and sources above.
2. Please consider directing Department staff to evaluate the same federal grant flexibility Louisiana already used, with particular attention to how it could reach Oregon's rural and geographically isolated districts.
3. Please consider whether these reforms, especially restorative discipline practices, align with and could advance the Board's existing equity priorities.

Thank you for your time and your service to Oregon's students and families.

With respect,
Lloyd Igbokwe
iigbokwe@gmail.com

The Finnish National Agency for Education

National core curriculum for early childhood education and care

FINNISH NATIONAL AGENCY FOR EDUCATION

Regulation OPH-700-2022

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FINNISH NATIONAL AGENCY FOR EDUCATION

1. National core curriculum for early childhood education and care and local curricula for early childhood education and care

Pursuant to the Act on Early Childhood Education and Care[1], this national core curriculum for early childhood education and care is a national regulation issued by the Finnish National Agency for Education (formerly Finnish National Board of Education). The local curricula for early childhood education and care and children's individual early childhood education and care plans are prepared and early childhood education and care is implemented in compliance with the national core curriculum. The formulation of the national core curriculum is directed by the Act on Early Childhood Education and Care, in particular, which contains provisions on the right of the child to early childhood education and care as well as the objectives for early childhood education and care. Pre-primary education, which is regulated under the Basic Education Act[2], is part of early childhood education and care. Pre-primary education is guided by the National core curriculum for pre-primary education, a regulation issued by the Finnish National Agency for Education.

Early childhood education and care (ECEC) is part of the Finnish education system and an important stage on the child's path of growing and learning. The objective of ECEC is to support the child's prerequisites for learning and to promote lifelong learning and the realisation of equality in education in line with the principles of inclusion[3]. These principles include equal rights for all children, equality, equity, non-discrimination, appreciation of diversity as well as social participation and togetherness[4]. Inclusiveness is a broad concept and should be seen as a principle, value and holistic way of thinking that applies to all children in the provision of ECEC. The preparation of this core curriculum was underpinned by the principles of inclusion, which are examined particularly in Chapter 2 discussing the underlying values. In Chapter 3, they are examined from the perspective of operational culture, and in Chapter 5 from the perspective of support provided for the child. The primary responsibility for bringing up children rests with the guardians. ECEC supports and complements the home's educational task and bears its share of the responsibility for children's well-being.

FINNISH NATIONAL AGENCY FOR EDUCATION

The purpose of the national steering of ECEC is to create equal preconditions for the holistic growth, development and learning of the children participating in early childhood education and care.

This national core curriculum responds to the current changes in the environment where children grow up and develop as well as in the operational environment of ECEC. Legislative amendments have also been taken into account in the core curriculum. The core curriculum was prepared in

[1] Act on Early Childhood Education and Care (540/2018)
[2] Basic Education Act (628/1998) and Decree (852/1998)
[3] Section 3 of the Act on Early Childhood Education and Care
[4] HE 148/2021 vp: Government proposal to Parliament on amending the Act on Early Childhood Education and Care, pp. 30–31

cooperation with stakeholders, drawing on the findings of latest research and development efforts.

The national core curriculum for ECEC plan consists of three levels. It comprises the national core curriculum for early childhood education, the local curricula for early childhood education as well as children's individual early childhood education and care plans.

1.1 The national core curriculum for early childhood education and care and related obligations

The purpose of the national core curriculum for early childhood education and care is to support and steer the provision, implementation, and development of ECEC and to promote the implementation of high-quality and equal ECEC. Early childhood education and care refers to a systematic and goal-oriented whole consisting of education, instruction, and care with particular emphasis on pedagogy[5].

The national core curriculum for early childhood education and care specifies the key objectives and contents of early childhood education and care, cooperation between the ECEC service organiser and children's guardians, cross-sectoral cooperation as well as the contents of the child's ECEC plan[6].

The national core curriculum for early childhood education and care is a regulation that is legally binding for ECEC service organisers. In addition to regulations, the core curriculum document contains descriptions that support understanding it as a whole. At the end of each chapter, a list of issues subject to local decisions is given. These steer the preparation of the local curriculum for ECEC and the implementation of early childhood education and care. The national core curriculum for ECEC also contains references to legislation. The purpose of these references is to clarify the connection between the core curriculum and its legislative foundation.

FINNISH NATIONAL AGENCY FOR EDUCATION

In this core curriculum, **ECEC service organiser** refers to a municipality, joint municipal authority, or private service provider[7]. The concept of the guardian is used to refer to the child's parent or other legal guardian.

1.2 Local curriculum for early childhood education and care

The ECEC service organiser shall prepare and adopt local curricula for early childhood education based on the national core curriculum for ECEC. The obligation to prepare a curriculum for early

[5] Section 2 of the Act on Early Childhood Education and Care
[6] Section 21 of the Act on Early Childhood Education and Care
[7] Section 1 of the Act on Early Childhood Education and Care

childhood education and care also applies to open activities in ECEC procured by the municipality as well as private ECEC, including private centre-based early education activities or private family daycare supervised by the municipality. Local curricula for ECEC are binding and they must be evaluated and developed. A local curriculum for early childhood education and care may apply to all forms of ECEC services (centre-based early education activities, family daycare and open activities in ECEC), or a separate curriculum may be prepared for each service form. The ECEC service organisers may also agree upon cooperation across the boundaries of providers regarding the formulation, evaluation, and development of the curriculum.[8]

The curriculum for ECEC shall be formulated to determine, steer, and support the organisation of early childhood education and care at the local level. When preparing the curriculum, the education and care provider shall take into account local special features, potential pedagogical emphases, the children's needs, and outcomes of evaluation and development work relevant to ECEC. Local curricula may add detail to the national curriculum, but they may not exclude any goals or contents stipulated by an act, a decree, or the core curriculum for ECEC.

When preparing the curriculum for ECEC, other local plans and curricula are taken into account, including

- plans relevant to ECEC, children, and families
- the National core curriculum for pre-primary education
- the National core curriculum for basic education
- a possible curriculum for instruction preparing for basic education
- a plan for the well-being of children and young people referred to in the Child Welfare Act[9]
- an integration plan[10]
- an equality and equity plan[11].

FINNISH NATIONAL AGENCY FOR EDUCATION

The ECEC service organiser ensures that the personnel of early childhood education and care, guardians, and children are provided with an opportunity to participate in preparing and developing the local curriculum for ECEC[12].

In order to secure the continuity and integrity of the child's growth and development path, representatives of pre-primary and basic education participate in preparing and developing the curriculum for ECEC. The preparation of a local curriculum for ECEC involves cooperation with the different administrative branches in the municipality, especially the local social welfare and health care officials (Chapter 3.3).

[8] Section 22 of the Act on Early Childhood Education and Care
[9] Section12(1292/2013) of the Child Welfare Act (417/2007)
[10] Section 15 of the Act on the Promotion of Immigrant Integration (1386/2010)
[11] Recommendation
[12] Section 20 of the Act on Early Childhood Education and Care

A curriculum for early childhood education and care shall be separately adopted by the ECEC service organiser for education given in the Finnish, Swedish and Sámi languages and in other languages, where needed[13].

An ECEC service organiser shall evaluate the early childhood education and care it provides and take part in external evaluations of its operations[14]. In the evaluation of local ECEC, evaluation data obtained from the national data warehouse for early childhood education and care Varda[15] as well as the evaluation tools produced by the Finnish Education Evaluation Centre[16] can be used. For more detailed information on evaluation, see Chapter 7.

1.3 The child's early childhood education and care plan

According to the Act on Early Childhood Education and Care, each child in ECEC has a right to systematic and goal-oriented education, instruction, and care. In order to ensure this, an individual ECEC plan is prepared for each child in an early education centre and family daycare[17]. The basis for the child's ECEC plan shall be the best interest[18] and needs of the child. The child's opinion and wishes should also be heard and taken into account in the individual ECEC plan process[19]. The personnel are responsible for finding appropriate methods for determining the child's viewpoints. It is important that the observations and views of both the child's guardian and the personnel concerning the child's development and learning stages and ability to act in a group are taken into account.

When preparing an individual ECEC plan for a child, it is important to be aware of the child's knowledge and skills, strengths, interests, and personal needs. The children's background in terms of their language, culture, and worldview are also taken into account in the preparation process. When drawing up or updating the plan, any previous individual ECEC plan of the child and pedagogical documentation are relied on (Chapter 4.2). The objectives recorded in the child's ECEC plan concern the personnel's pedagogical activities. They describe how the child's development, learning and well-being are supported by pedagogical activities and learning environments. When setting the objectives, the guardian's and any other experts' views of the child's well-being, development, learning, and support needs are also taken into account.[20]

The child's ECEC plan is a tool for planning and evaluating activities. The goals arising from the children's individual ECEC plans are taken into account in the planning and implementation of activities for the group of children as well as development of learning environments and the

[13] Section 8 of the Act on Early Childhood Education and Care
[14] Section 24 of the Act on Early Childhood Education and Care
[15] Sections 65–73 of the Act on Early Childhood Education and Care
[16] Act on the Finnish Education Evaluation Centre (1295/2013)
[17] Section 23 of the Act on Early Childhood Education and Care
[18] Section 4 of the Act on Early Childhood Education and Care and p. 34 of HE 148/2021
[19] Section 23 of the Act on Early Childhood Education and Care
[20] HE 148/2021, p. 34

operational culture. An individual early childhood education and care plan is prepared for a child after they have started attending an early education centre or family daycare. The plan is reviewed as required by the child's needs, at least once per year[21].

The child's ECEC plan process consists of various stages. Persons in charge of the child's instruction, education and care participate in the process together with the child and child's guardian. At early education centres, a person qualified as a teacher in early childhood education and care is responsible for preparing and evaluating the child's ECEC plan. The competence of a social pedagogue in early childhood education and care may be utilised, particularly in the context of knowledge in the service system for children and families. A special education teacher in early childhood education and care participates in evaluating the child's support needs, support measures or their implementation as necessary. A teacher (ECEC) or a special education teacher (ECEC) may participate in the individual ECEC plan process of a child in family daycare. If necessary, experts or other relevant actors who support the child's development and learning also participate in preparing and evaluating a child's ECEC plan.[22]

Any support provided for the child's development, learning and well-being, the delivery of this support, and the way in which the effectiveness of the support and the implementation of support measures are evaluated and recorded in the child's ECEC plan. If the child has a chronic illness that requires medical treatment, a medical care plan is prepared for the child in health care services[23]. To the extent that the information included in the medical care plan is necessary for the provision of the child's early childhood education and care, it is recorded in the child's ECEC plan[24]. The implementation of medical care in early childhood education and care is agreed locally. For more information about support provided in early childhood education and care, see Chapter 5.

The implementation of the child's personal early childhood education plan and the impacts of pedagogical practices in ECEC on the child's development and learning are monitored regularly. The child's ECEC plan must be reviewed at least once a year. However, the plan shall be revised whenever a reason based on the needs of the child for this exists.[25] The child's need for support and the adequacy, appropriateness and effectiveness of support must be evaluated, and the plan must be updated whenever the child's support needs change. If the child receives intensified or special support, the child's ECEC plan is updated as set out in the administrative decision on the support[26]. The initiative to review the plan may come from persons working with the child or the child's guardian. An evaluation of a child's ECEC plan focuses especially on the arrangements for the activities, delivery of pedagogy and the effectiveness of support measures.

The child's early childhood education and care plan shall include the following:

[21] Section 23 of the Act on Early Childhood Education and Care
[22] Section 23 of the Act on Early Childhood Education and Care and p. 34 of HE 148/2021
[23] Section 8 of the Health Care Act (1326/2010)
[24] Section 41 of the Act on Early Childhood Education and Care
[25] Section 23 of the Act on Early Childhood Education and Care
[26] Section 15e of the Act on Early Childhood Education and Care

- the child's strengths related to development and learning as well as interests
- objectives supporting the child's development, learning and well-being as well as measures supporting these objectives and the evaluation of their achievement
- when necessary, the support needed by the child (Chapter 5)
- a possible medical care plan
- matters agreed together by the child, personnel, and guardian
- other possible experts who participated in drawing up the plan
- the date when the plan was prepared and revised and when it will be revised.

The child's ECEC plan is a confidential document[27]. According to the Act on Early Childhood Education and Care, the persons responsible for the child's ECEC and those involved in evaluating the child's support needs, support measures or their implementation have, notwithstanding the obligation to maintain confidentiality, the right to receive from each other, and to disclose to each other and the ECEC service organiser and provider, information that is necessary for the organisation, provision, and implementation of support. The disclosure of information aims at safeguarding the implementation of ECEC in accordance with the child's best interest. The provision on receiving and disclosing information also concerns situations in which the child transitions from ECEC organised by a municipality or a private service provider to ECEC organised by another municipality or service provider, or in which the child transitions to pre-primary education or basic education from ECEC. The child's client relationship in ECEC is public data. However, confidential information may be related to the provision of early childhood education and care for the child.[28]

1.4 Issues subject to local decisions

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As laid down in the Act on Early Childhood Education and Care, the local curriculum for ECEC and the child's ECEC plan shall be prepared as decided by the ECEC service organiser in compliance with the goals and principles described in this Chapter and elsewhere in this document. Issues that must be decided and described in the local curriculum are listed at the end of each chapter of the national core curriculum for ECEC.

The local curriculum for ECEC may include text from the core curriculum. However, it is essential to explain the text and include concrete examples to ensure that the curriculum guides and supports the implementation and development of ECEC at the local level.

[27] Section 40 of the Act on Early Childhood Education and Care

[28] Section 41 of the Act on Early Childhood Education and Care and e.g. section 24 of the Act on the Openness of Government Activities (621/1999)

Separate plans may be drawn up for the different forms of ECEC services at the local level. The local curricula for early childhood education and care may also be formulated in cooperation between ECEC service organisers.

The local ECEC curriculum may be adopted fully or partly as specific to a municipality, a unit, a group or an ECEC service. A private service provider's ECEC curriculum may be adopted on the basis of the aforementioned principles or as applicable to the entire operation of the service provider.[29] The local curriculum is evaluated regularly and developed based on the evaluation.

When formulating a local curriculum, the ECEC service organiser shall determine

- the languages for which the curriculum will be prepared and approved
- whether the curriculum for ECEC is entirely or partially specific to a unit, a group, a form of ECEC service, or a regional plan
- the structure of the curriculum, the order in which the topics are approached and the form in which the curriculum is published
- how the ECEC personnel and the children and guardians participate in the preparation, evaluation, and development of the curriculum[30]
- how cooperation with pre-primary education, basic education, social welfare and health care experts of the well-being services county and other necessary partners will be realised in preparing the curriculum for ECEC
- how local special features, different ways to organise ECEC, local development goals and other local plans relevant to children will be taken into account in the preparation of the curriculum
- how the implementation of the local curriculum for ECEC is evaluated and developed (see also Chapter 7).

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The local curriculum shall describe

- the process of preparing an individual ECEC plan for a child from a local perspective. The description determines the cooperation and responsibilities related to the preparation, monitoring, and evaluation in accordance with the Act on Early Childhood Education and Care and this core curriculum
- practices related to the disclosure and exchange of confidential information on ECEC
- the process of drawing up administrative decisions on support[31] from the local perspective.

[29] Section 22 of the Act on Early Childhood Education and Care
[30] Section 20 of the Act on Early Childhood Education and Care
[31] Section 15e of the Act on Early Childhood Education and Care

2. Mission and general goals of early childhood education and care

Early childhood education and care is a societal service with a number of tasks. The mission of ECEC is to promote children's holistic growth, development and learning in collaboration with their guardians. ECEC promotes equality and equity among children and prevents social exclusion. Knowledge and skills acquired in ECEC strengthen children's participation and active agency in the society. In addition, ECEC supports guardians in educating their children as well as makes it possible for them to work or study.

2.1 Obligations that direct the organisation of early childhood education and care

The municipality is responsible for organising early childhood education and care to the extent and using the forms of ECEC services required in the municipality. The aim is to organise ECEC in the proximity of service users and during hours that correspond to local needs[32]. According to the Act on Early Childhood Education and Care, ECEC may be provided as centre-based early education activities, family-based daycare or open activities in ECEC[33]. The right of the child to ECEC specified in the Act applies to the early childhood education and care provided at an early education centre or as family daycare. The child's guardian shall make the decision concerning the child's participation in ECEC. According to the Act on Early Childhood Education and Care, each child in pre-primary education has a right to participate in ECEC as specified in the Act[34].

A municipality or joint municipal authority may organise early childhood education and care or purchase the ECEC services from a public or private service provider. When the ECEC services are purchased from other service providers, the municipality or joint municipal authority must be able to ascertain that the outsourced services meet the standards required of municipal operations. The ECEC service organiser is responsible for ensuring that the outsourced services are organised in compliance with the relevant statutes and this core curriculum for ECEC[35]. A municipal body or an office holder decided by the municipality, the Regional State Administrative Agency, and the National Supervisory Authority for Welfare and Health are responsible for the steering, guidance and monitoring of private service providers[36].

The municipality must ensure a child’s access to early childhood education and care provided in child’s mother tongue if this language is Finnish, Swedish or Sámi[37]. Chapter 4.6 issues provisions on other languages.

[32] Section 5(4) of the Act on Early Childhood Education and Care
[33] Section 1 of the Act on Early Childhood Education and Care
[34] Sections 1 and 12 of the Act on Early Childhood Education and Care
[35] Section 5(2) of the Act on Early Childhood Education and Care
[36] Section 52 of the Act on Early Childhood Education and Care
[37] Section 8 of the Act on Early Childhood Education and Care and p. 89 of Government proposal HE 40/2018 vp

The obligations guiding the organisation of early childhood education and care are based on the Constitution of Finland, the Act on Early Childhood Education and Care and the Government Decree on Early Childhood Education and Care[38] as well as this national core curriculum for ECEC. The Administrative Procedure Act[39] and the Act on the Openness of Government Activities[40] are also applied to early childhood education and care. Pursuant to the Constitution of Finland, no one shall, without an acceptable reason, be treated differently from other persons on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability, or other reason that concerns child's person[41]. Obligations arising from other legislation and international agreements to which Finland is party must also be taken into account in the provision of early childhood education and care. These include, among others, the Non-Discrimination Act[42], the Act on Equality between Women and Men[43], the European Convention on Human Rights [44], the UN Convention on the Rights of the Child[45], UN Convention on the Rights of Persons with Disabilities[46], the UN Declaration on the Rights of Indigenous Peoples[47] as well as the UN's Sustainable Development Goals[48].

A child who attends early childhood education and care is entitled to support,[49] regardless of who the ECEC service organiser is[50]. ECEC is organised and developed in keeping with the principle of inclusion. This means that all children have the right to participate in ECEC together, regardless of such aspects as their support needs, disability, or cultural backgrounds.

When a child's development, learning and well-being needs support (later referred to as support for the child) and the child receives support measures and services provided by social welfare and health care, the applicable legislation comprises the Act on Early Childhood Education and Care[51], the Social Welfare Act[52], the Act on Disability Services and Assistance[53], the Act on Special Care for Mentally Handicapped Persons[54] and the Health Care Act[55] as well as provisions on social and health care services elsewhere in the law.

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[38] Government Decree on Early Childhood Education and Care (753/2018)
[39] Administrative Procedure Act (434/2003)
[40] The Act on the Openness of Government Activities (621/1999)
[41] Section 6 of the Constitution of Finland (731/1999)
[42] Non-Discrimination Act (1325/2014)
[43] Act on Equality between Women and Men (609/1986)
[44] European Convention on Human Rights 1990
[45] UN Convention on the Rights of the Child 1989 (59/1991)
[46] UN Convention on the Rights of Persons with Disabilities 2007 (27/2016)
[47] UN Declaration on the Rights of Indigenous Peoples 2007
[48] Sustainable Development Goals – Agenda 2030. The UN General Assembly 2015
[49] Section 15a of the Act on Early Childhood Education and Care
[50] Municipality, joint municipal authority or private service provider, see Chapter 1.1
[51] Section 15a of the Act on Early Childhood Education and Care
[52] Social Welfare Act (1301/2014)
[53] Act on Disability Services and Assistance (380/1987)
[54] Act on Special Care for Mentally Handicapped Persons (519/1977)
[55] Health Care Act (1326/2010)

The national goals of early childhood education and care are laid down in the Act on Early Childhood Education and Care. These goals steer the preparation, implementation, and evaluation of the national core curriculum as well as the local curriculum for ECEC and a child's ECEC plan.

According to the Act on Early Childhood Education and Care[56], the aim of ECEC is to

1) promote the holistic growth, development, health, and wellbeing of every child according to the child's age and development;
2) support the conditions for the child's learning and promote lifelong learning and the implementation of equality in education in keeping with the principles of inclusion;
3) carry out versatile pedagogical activities based on the child's play, physical activity, arts and cultural heritage and enable positive learning experiences;
4) ascertain that the child's early childhood education and care environment fosters development and learning and is healthy and safe;
5) safeguard an approach that respects children and ensure that the interpersonal relationships between the children and the early childhood education and care staff are as stable and longstanding as possible;
6) provide all children with equal opportunities for early childhood education and care, promote parity and gender equality, and help the children develop their capacity to understand and respect the general cultural heritage and each other's linguistic, cultural, religious, and ideological background;
7) recognise the child's need for individual support and provide the child with appropriate support in early childhood education and care, including support involving multiprofessional cooperation where necessary;
8) develop the child's interpersonal and interaction skills, promote the child's ability to act in a peer group, and guide the child towards ethically responsible and sustainable action, respect of other people and membership of society;
9) ensure that the children can participate in and influence matters concerning them;
10) act together with the child and the child's parent or other persons who have custody of the child for the benefit of the child's balanced development and holistic wellbeing, and support the parents or other persons who have custody with the child in their task of bringing up the child.

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An ECEC service organiser has the duty to inform the guardians about the goals and operation of different forms of ECEC. The guardian is provided with an opportunity to participate in and influence the planning, implementation, and assessment of the child's ECEC. In addition, guardians are regularly offered an opportunity to participate in the preparation and evaluation of local and unit-specific curricula for ECEC. For a more detailed description of the guardian's participation in the planning and evaluation of any support provided for the child, see Chapter 5.

[56] Section 3 of the Act on Early Childhood Education and Care

Factors that determine children's participation in early childhood education and care include families' choices, children's statutory rights, and decisions of the ECEC service organiser[57]. These shall be taken into account when preparing local curricula.

In ECEC, the learning environment must promote development and learning and be healthy and safe, taking the child's age and development into account. The facilities and equipment shall be appropriate and take accessibility into account[58]. Children in early education centres and in family daycare must be provided with a balanced diet. Meals must be appropriately organised and supervised.[59] ECEC shall not demand or lead to religious, philosophical, or political commitment. ECEC may not be used as a channel of commercial influence. ECEC based on an alternative pedagogy, or a particular worldview are specified in Chapter 6.

Provisions on the qualification requirements of ECEC personnel and staffing ratios are complied with in early childhood education and care[60]. The municipality must provide a special education teacher's (ECEC) services that meet the needs emerging in ECEC[61]. Provisions on personnel qualifications are laid down in the Act on Early Childhood Education and Care[62].

Provisions on occupational safety and security, provisions on the processing of personal data and data protection and acts on checking of the criminal backgrounds of persons working with children are taken into account in ECEC. Children are protected from violence, bullying and other harassment with systematic prevention and immediate intervention (Chapter 3.1)[63]. Promoting safety must be systematic and regularly evaluated.

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When providing early childhood education and care, the municipality shall work in close collaboration with actors in charge of education, physical activity and culture, social welfare, child protection, child health clinics and other health care as well as other relevant actors.[64] ECEC personnel are also bound by the regulations pertaining to referral to social welfare services and making a child welfare notification to child protection services[65].

[57] Sections 12 and 19 of the Act on Early Childhood Education and Care
[58] Section 10 of the Act on Early Childhood Education and Care
[59] Section 11 of the Act on Early Childhood Education and Care
[60] Sections 25–33 of the Act on Early Childhood Education and Care and section 75 of Government Decree on Early Childhood Education and Care (753/2018)
[61] Section 25 of the Act on Early Childhood Education and Care
[62] Section 75 of the Act on Early Childhood Education and Care
[63] Section 10 of the Act on Early Childhood Education and Care
[64] Section 7 of the Act on Early Childhood Education and Care
[65] Section 35 of the Social Welfare Act (1301/2014) and section 25 (88/2010) and 25a (1302/2014) of the Child Welfare Act (417/2007)

2.2 Forms of early childhood education and care services

The forms of early childhood education and care services include early education centre activities, family daycare and open activities in ECEC[66]. The goals of the Act on Early Childhood Education and Care and the national core curriculum for ECEC steer all forms of ECEC services. The Act on Early Childhood Education determines which parts of the act apply to open activities in ECEC[67]. The forms of ECEC services differ from each other. Differences emerge in contexts such as the learning environments, resources, education and qualification requirements for personnel, personnel structures, group sizes as well as the children to personnel ratio. The possibilities of providing support also vary. The characteristics of the different forms of services are taken into account in the preparation of the local curriculum for ECEC, and the objectives are specified for each service form.

It is important that guardians are provided with enough information about the contents and characteristics of each form of ECEC service. The municipality must provide guardians with guidance and advice on the available ECEC services. The form of service and scope of ECEC that optimally meets the child's needs and promotes child's best interest are discussed with guardians if necessary. Advice and guidance are provided when guardians are considering ECEC services and when the child is already within the scope of the services.[68]

Early childhood education and care organised in early education centres is the most common form of ECEC services. Early education centre activities are organised in groups. The groups of children may be formed in different ways, for instance, by taking into account the children's ages, sibling's relationships or needs for support. The groups must be pedagogically appropriate, and provisions on staffing ratios and maximum group sizes as well as support must be complied when forming them[69]. Multiprofessional personnel of an early education centre is a resource for high-quality early childhood education, as it allows the utilisation of everyone's training and competence and the appropriate performance of duties, tasks, and professional roles. Early education centres must have a head responsible for the centre's activities[70].

The Act on Early Childhood Education and Care puts emphasis on the significance of pedagogy and, at the same time, the pedagogic responsibility of teachers (ECEC) and special education teachers (ECEC)[71]. The teachers (ECEC) bear the overall responsibility for planning the activities for groups of children, implementation of activities with a goal-oriented and systematic approach and evaluating and developing the activities. Teachers (ECEC) and special education teachers (ECEC),

[66] Section 1 of the Act on Early Childhood Education and Care
[67] Section 1 of the Act on Early Childhood Education and Care
[68] Sections 4 and 16 of the Act on Early Childhood Education and Care
[69] Sections 34–38 of the Act on Early Childhood Education and Care
[70] Section 25 of the Act on Early Childhood Education and Care
[71] Sections 2, 25 and 35 of the Act on Early Childhood Education and Care

social pedagogues (ECEC), childcarers and other ECEC personnel plan and implement activities together.

Family daycare is ECEC realised in a small group. It is provided in private homes or other home-like places of care[72]. Family daycare can be provided by one or two childminders or, under special circumstances, as ECEC jointly provided by three childminders[73]. The number of personnel in a family daycare or the forming of groups of children must take into account children with disabilities or other support needs[74]. Family daycare childminders are in charge of the activities of their groups. The pedagogical management and supervision support goal-oriented planning and implementation of activities by family daycare childminders.

The implementation and priorities of open activities in ECEC depend on the decisions made by the early childhood education and care service organiser. Open activities in ECEC can be organised as playground or club activities, for example. The activities are supervised and goal-oriented. Activities offered in open ECEC may include outdoor activities, play, and art or physical education. Open activities in ECEC may also provide guardians together with their children with opportunities to spend time together in organised activities. The open activities must be planned so that the objectives of the Act on Early Childhood Education and Care can be taken into account in them. The more regular and frequent the participation of children in the activities is, the more comprehensively and transversally must these objectives be taken into consideration. Based on the nature of the activities, more emphasis may be put on certain objectives than others.[75]

Shift care must be provided within the required scope for children who need this due to their guardian's work or studies. Shift care may be provided in the evenings, weekends, and nights as early education centre activities or family daycare. The participation of children in shift care in ECEC is often irregular. This should be taken into account in the planning and implementation of pedagogical activities and support provided for the child.[76]

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2.3 Early childhood education and care as part of the child's growth and development path

Early childhood education and care is an important part of the child's growth and learning path. ECEC lays a foundation for lifelong learning. Children take their previous life experiences with them in the ECEC, and the interaction and attachment in the relationship between the guardian and the child play a significant role in this. The personnel have the duty to create a confidential relationship with the child. Collaboration between the guardian and personnel creates continuity

[72] Sections 1 and 38 of the Act on Early Childhood Education and Care
[73] Section 2 of the Government Decree on Early Childhood Education and Care (753/2018)
[74] Section 38 of the Act on Early Childhood Education and Care
[75] Section 3(2) of the Act on Early Childhood Education and Care and HE 40/2018, p. 85
[76] Section 13 of the Act on Early Childhood Education and Care

and security in the children's lives. Open, respectful, and equal encounters are key in agreeing on the goals of the child's ECEC. Regular cooperation is essential for the shared educational task of families and personnel to form a whole that is meaningful for the child.

Understanding the significance of childhood and awareness of children's growth, development and learning lay a foundation for pedagogical activity. Knowing each child and taking child's individual development into account is equally important. For the personnel to know the children, the interactive relationships between the personnel and children need to be as stable as possible[77].

ECEC, pre-primary education that is part of it, and basic education form an entity that proceeds consistently in relation to the child's growth and learning and build a foundation for lifelong learning. The starting point for a high-quality entity is that the personnel of ECEC as well as pre-primary and basic education are familiar with the education system and know the goals, characteristics, and practices of its different phases. In the interest of supporting the well-being and development of children and their learning, transition phases are also planned and evaluated.

The ECEC service organiser creates practices for cooperation and transfer of information that ensure as flexible transitions as possible. Such transitions are the children's transition from home to ECEC, during early childhood education and care and from ECEC to pre-primary education and from there to basic education. Collaboration with the guardian at the transition phases is guided by the best interest of the child. When transferring information, documentation collected during the ECEC describing the progress and learning of the children as well as the individual ECEC plan drafted for the child may be utilised. The currently valid provisions are adhered to in the transfer of information.[78]

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2.4 Underlying values

The general principles in the underlying values of the national core curriculum for early childhood education and care are the best interests of the child as the primary consideration, the child's right to well-being, care and protection, consideration of the opinion of the child as well as the requirement of equal and equitable treatment, principles of inclusion, and protection against discrimination in accordance with the UN Convention on the Rights of the Child[79], the Act on Early Childhood Education and Care[80] and the UN Convention on the Rights of Persons with Disabilities[81].

[77] Section 3(1)(5) of the Act on Early Childhood Education and Care
[78] For example, sections 40–42 of the Act on Early Childhood Education and Care
[79] UN Convention on the Rights of the Child 1989 (59/1991)
[80] Section 20 of the Act on Early Childhood Education and Care
[81] UN Convention on the Rights of Persons with Disabilities 2016 27/2016

The intrinsic value of childhood

The task of ECEC is to protect and promote children's right to a good and safe childhood. ECEC is based on the concept of the intrinsic value of childhood. Each child is unique and valuable just as child is. Each child has the right to be heard, seen, noticed, and acknowledged as a person and a personality and as a member of community.

Growth as a human being

ECEC is based on respect for life, human rights, and sustainable development as well as the inviolability of human dignity. The personnel support the children's growth as human beings who strive for truth, goodness, beauty, justice, and peace. ECEC respects knowledge and ability, which manifest themselves in our attitudes to ourselves, other people, the environment and information, in the ways we act, and in our willingness to do what is right. The personnel guide the children to act based on the underlying values and discuss values and ideals. Bullying, violence, racism, or other types of discrimination are not acceptable in any form or by anyone.

Rights of the child

Children have the right to express themselves, their opinions, and thoughts. They also have the right to be understood in the different ways in which they are able to communicate. Every child has the right to good instruction, caring, and encouraging feedback. Children have the right to play, learn by playing and experience joy of learning, and build their views of themselves, their identity, and the world from their personal starting points. Each child has the right to experience togetherness and belong to a group. Children have the right to adequate and timely support in ECEC [82]. Children have the right to be provided with versatile information, to process emotions and conflicts, and to experiment with and learn new things.[83]

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Equity, equality, and diversity

ECEC promotes the democratic values of the Finnish society, such as equity, equality, and diversity. Children must have an opportunity to develop their skills and make choices independently of reasons associated with, for instance, gender, origin, cultural background, or other reasons related to the person. The personnel are responsible for creating an atmosphere that respects diversity. ECEC is built on a diverse cultural heritage, which continues to be formed in interaction between the children, their guardians, and the personnel.

Diversity of families

An open and respectful attitude towards diverse families and their different languages, cultures, worldviews and religions, traditions and views of education creates preconditions for good educational cooperation[84]. Children's family identities and familial relationships are supported so that each child can perceive their own family as valuable.

[82] Section 15a of the Act on Early Childhood Education and Care
[83] UN Convention on the Rights of the Child 1989 (59/1991)
[84] Section 3(1)(6) of the Act on Early Childhood Education and Care

Healthy and sustainable way of living

The task of ECEC is to guide children towards ways of living that promote health and well-being. Children are provided with opportunities to develop their emotional skills and aesthetic thinking. The principles of a sustainable way of living are followed in ECEC, taking its social, cultural, economic, and ecological dimensions into account. ECEC lays a foundation for ecosocial knowledge and ability, allowing people to understand ecological sustainability as the precondition for social sustainability and the realisation of human rights.

2.5 The conception of learning

The National core curriculum for early childhood education and care is based on a conception of learning according to which children grow, develop, and learn in interaction with other people and the immediate environment. The conception of learning is also based on a view of the child's active agency. Children are naturally curious and wish to learn new things and revise and repeat what they have learned. Learning is holistic and occurs everywhere. It combines knowledge, skills, actions, emotions, sensory perceptions, bodily experiences, language and thinking. Among other things, learning occurs when children observe and examine their surroundings and as they imitate the actions of others. Children also learn by playing, moving, exploring, working on different assignments, and expressing themselves as well as through activities based on arts.

In ECEC, children’s previous experiences and their interests and competences are the starting point for learning. It is important that new knowledge and skills learned by children are connected to their developing competences as well as the world they experience and their cultural backgrounds. Children learn best when they are feeling well and secure. Positive emotional experiences and interactive relationships promote learning. The peer group and the experience of belonging to a group are key to the child's learning and participation. Children are entitled to the support and guidance of the personnel for their learning. Interesting, goal-oriented, and suitably challenging activities inspire the children to learn more. Each child is entitled to gain experiences of success and joy in child’s actions and of themselves as a learner.

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Play is significant for the learning of children of ECEC age. It motivates the children and brings joy while allowing the children to learn many skills and acquire knowledge. In ECEC, it is necessary to understand the intrinsic value of play for the children as well as the pedagogical significance of play in learning and children's holistic growth and well-being.

2.6 The entity of education, instruction, and care with a pedagogical emphasis

The pedagogy of the national core curriculum for early childhood education and care is based on the specified underlying values as well as the conception of child, childhood, and learning. Pedagogy refers to systematic and goal-oriented activities based on multidisciplinary knowledge,

particularly in the fields of educational sciences and early childhood education, that are professionally managed and implemented by professional personnel aiming to support children's well-being and learning. It is apparent in the operational culture and ECEC learning environments as well as in the entity of education, instruction, and care. The emphasis of pedagogy in the entity of ECEC requires pedagogical expertise as well as the personnel's shared understanding of how to best promote children's learning and well-being[85].

ECEC is realised in interaction between the personnel, children, and the environment, in which education, instruction and care form a coherent entity. Although it is possible to examine these three as separate concepts, they are integrated as an entity in practical operations. This enables a holistic approach in promoting the child's growth, development, and learning. Education, instruction, and care are given different emphases in the activities of children of different ages as well as the different forms of ECEC services.

Education consists of activities that help communicate, shape, and update cultural values, customs, and norms. In part, the goal of education is to pass on cultural heritage and values and traditions considered important to the following generation. Education guides the children to form opinions and evaluate critically the prevailing ways of thinking and acting as well as to act in an ethically sustainable manner. The task of education is to consciously guide children in forming their personal identities so that the children learn to recognise the impacts of their actions on other people and their surroundings. Children's development is supported, ensuring that they learn to act as well as to use their competence also for the good of other people.

Instruction is based on the conception of learning defined in the national core curriculum for ECEC. The task of instruction is to promote children's learning and to help the children understand themselves, other people, and the surrounding world. In ECEC, children are encouraged and motivated to learn new things as well as guided to use different ways of learning. The instruction supports and utilises children's natural curiosity and desire to experiment. The instruction takes into account children's developing skills, interests and strengths as well as their needs for individual support. In addition, the instruction is based on the objectives set for learning environments (Chapter 3.2), transversal competences (Chapter 2.7) pedagogical activity (Chapter 4) and support for the child (Chapter 5).

Care entails taking care of physical basic needs as well as emotional caring. The goal is that children feel valued and acknowledged and experience a connection with other people. A reciprocal and respectful interactive relationship as well as positive touch and intimacy lay the foundation for good care and nurture. Daily situations, such as meals, dressing, and undressing, rest and taking care of personal hygiene are an essential part of the child's day and the pedagogical work. In ECEC, the care situations are always both educational and instructive

[85] Sections 2 and 23 of the Act on Early Childhood Education and Care

situations where the children learn, among other things, interaction skills, skills related to taking care of oneself and time management as well as adopt good habits.

2.7 Transversal competences

Early childhood education and care lays the foundation for children's transversal competences. Transversal competence is an entity consisting of knowledge, skills, values, attitudes and will. Competence also means an ability to apply knowledge and skills and act in a given situation. Children's use of knowledge and skills is influenced by the values and attitudes they have adopted and their willingness to take action. The need for transversal competence arises from changes in the surrounding world. Competences that cross the boundaries of and link different fields of knowledge and skills are a precondition for personal growth, studying, work and civic activity now and in the future. The development of transversal competence promotes children's growth as individuals and as members of their community. The development of competence begins in early childhood and continues throughout one's life. The objectives of transversal competence form a continuum from the national core curriculum for ECEC to the national core curricula for pre-primary education and basic education. The objectives of transversal competence have guided the preparation of this document and shall be taken into account in the local curricula for ECEC.

High-quality pedagogical activities strengthen children's transversal competences. The development of transversal competences is affected by many factors: the approaches used, the way learning environments are used and how children's learning and well-being are supported. The objectives of transversal competence are taken into account when developing operational culture and learning environments as well as in education, instruction and care. The purpose of the learning areas described in Chapter 4.5 is to promote children's transversal competence.

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Six interconnected transversal competence areas are described in the national core curriculum for early childhood education:

- thinking and learning
- cultural competence, interaction, and self-expression
- taking care of oneself and managing daily life
- multiliteracy
- digital competence
- participation and involvement.

The following sections specify what the different areas of transversal competence mean. The task of ECEC in each area is also defined.

Thinking and learning

Thinking and learning skills are developed in interaction with other people and the surroundings, and they form the foundation for the development of other competences and lifelong learning. Acquiring and structuring information and creating something new require creative and critical thinking, whose foundation is laid in ECEC. The task of ECEC is to support children's thinking and learning skills.

Children develop their thinking and learning through versatile and meaningful experiences. Room must be left for experiencing wonder, insights, and joy of learning. Play provides children with an opportunity to use their imagination and creativity, try out their ideas together and explore the world. Children's ability to analyse, name, and describe elements in their surroundings is supported according to their age and development. Children are encouraged to ask questions and to question. Their successes are celebrated together, and they are invited to encourage others. Children are also encouraged to persevere, not be disheartened by failures, and come up with solutions in different situations. They are guided to direct and maintain their attentiveness. Engaging in sufficient, daily physical activity supports children's thinking and learning. Pedagogical documentation of (Chapter 4.2) and reflection on activities together help children keep track of their learning and recognise their strengths. This strengthens children's confidence in their own abilities.

Cultural competence, interaction, and self-expression

The children are growing up in a culturally, linguistically, and ideologically diverse world. This puts emphasis on the significance of social and interaction skills as well as cultural competence. Competence includes the ability to listen, identify and understand different perspectives as well as to reflect on one's own values and attitudes. Interaction skills and the ability to express oneself and understand others have a major significance to the individual's identity, functional capacity, and well-being. Good interaction with people with diverse cultural backgrounds and worldviews requires familiarity with and respect for one's own cultural background and worldview as well as those of others. ECEC has the task of promoting children's cultural competence as well as their interaction and self-expression skills.

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Children are encouraged to get to know other people, languages, and cultures. The personnel provide the children with a model for encountering other people and diversity in languages, cultures, and worldviews positively. Children are guided towards friendliness and good manners. Activities based on cooperation create opportunities for practising interaction and self-expression skills in different situations and with different people. The children are guided in putting themselves in the place of others and seeing things from different perspectives as well as in solving conflicts constructively. This strengthens children's social skills. Children are supported in building cultural identities. Experiences, knowledge, and skills of cultural heritage acquired in ECEC strengthen the child's ability to adopt, use and change culture. For example, play, meal breaks,

and festivities provide opportunities for sharing experiences of different traditions and customs. Children are supported in creating a positive relationship with the diverse environment.

Taking care of oneself and managing daily life

Skills related to taking care of oneself, health and safety are important for everyone. The task of ECEC is to strengthen children's skills related to well-being and safety and to guide them in making choices in line with a sustainable way of life. ECEC supports children's positive attitude towards the future.

Gradual increase in the children's level of independence is supported. Children are helped and they are encouraged to ask for help when necessary. Different skills, such as getting dressed, eating meals, and taking care of personal hygiene and possessions are practised with the children. Children are guided to act responsibly and safely in the ECEC learning environments, including the local nature and traffic. Issues promoting the children's well-being, such as the significance of rest, nutrition, physical activity, and mental well-being, are discussed with the children. Children are helped in expressing and regulating their emotions. Children's emotional skills improve as they practise perceiving, acknowledging, and naming emotions. Children are also guided to respect and protect their own and others' bodies.

Multiliteracy

Multiliteracy is needed in the everyday lives of children and families, interaction, and participation in the society. Multiliteracy promotes children's equality in education. The task of ECEC is to promote the development of these skills.

Multiliteracy is a core competence from the viewpoint of interaction and understanding culturally diverse messages and the surrounding world. Multiliteracy refers to skills in interpreting and producing various types of messages. Multiliteracy is founded on a broad conception of text according to which different texts may be, among others, written, spoken, audiovisual or digital. Multiliteracy comprises different types of literacy, such as visual literacy, numerical literacy, media literacy and basic literacy. It is closely connected to thinking and learning skills. Children practise naming things and objects and learn different concepts. Children are encouraged to explore, use, and produce messages in different environments, including digital ones. In order to develop their multiliteracy, children need an example provided by an adult and a rich textual environment, culture produced by children and cultural services appropriate for children.

Digital competence

Digitalisation is part of the society in which the child grows up. Digital competence is needed in interaction between people, participation in society and learning. Strengthening digital competence promotes children’s educational equality. The task of ECEC is, together with the home, to support the child's understanding of digitalisation.

The role of digitalisation in everyday life is explored and observed with the children. Digital tools, applications and environments are used in documentation, play, interaction, games, exploration, physical activity and artistic experience and production. Possibilities for practising, experimenting and personally and collaboratively producing content with the help of digital tools promote creative thinking, teamwork skills and multiliteracy in children. The personnel guide children in versatile, responsible, and safe use of digital environments.

Participation and involvement

Active and responsible participation and involvement create a foundation for a democratic and sustainable future. This requires skills and a desire in the individual to participate in the activities of the community and trust in their own possibilities of making a difference. The right to be heard and involvement in issues affecting one's own life are enshrined in the rights of the child. ECEC shall respect these principles central to the implementation of democracy. The task of ECEC is to support the child's gradually developing skills for participation and involvement and encourage a child to take initiative.

Encountering children appreciatively, hearing their viewpoints and responding to their initiatives strengthen children's ability to participate and be involved. Children plan, implement and evaluate their actions together with the personnel. In doing so, children learn interaction skills as well as the significance of shared rules, agreements, and trust. The personnel shall ensure that each child gets an opportunity for participation and involvement. Children develop their self-image, enhance their confidence and shape social skills needed in a community through participation and involvement.

2.8 Issues subject to local decisions

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When formulating a local curriculum, it is important to discuss what the tasks of early childhood education and care and the general goals determined in this chapter mean and how the implementation of goals set for ECEC can be assured in the different forms of ECEC services.

Chapter 2 includes parts which it is appropriate to integrate into the local curriculum for ECEC. These include:

- objectives in accordance with the Act on Early Childhood Education and Care
- underlying values (Chapter 2.4)
- conception of learning (Chapter 2.5) and
- transversal competences (Chapter 2.7).

Local additions may be made to these sections.

The local curriculum shall also describe

- provision of ECEC and the different forms of ECEC services as well as the cooperation between these services from a local perspective
- the local practices at transition points, when the child begins ECEC, transfers to another group or service provider, and when the child transitions to pre-primary education or the activities of another ECEC service organiser.

Separate curricula for ECEC may be prepared for the different forms of ECEC services in accordance with Chapter 1.2.

The underlying values and conception of learning as well as the objectives of transversal competences are taken into account and further expanded in the curriculum chapters on the operational culture, planning, implementation and assessment of pedagogical activity, and support for the child.

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3. The operational culture of early childhood education and care

An operational culture is a historically and culturally evolving way of doing things. It develops in the interaction of the community. The ECEC service organisers and those in charge of early childhood education and care are responsible for creating preconditions for developing and evaluating the operational culture in the different ECEC services and units. Efforts to develop the operational culture start with inclusive pre-primary education in which each child may act, develop, and learn as a unique individual and a member of the community.

The operational culture of ECEC is an entity comprising of, for instance

- values and principles
- interpretation of the norms and goals that direct the work
- learning environments and working methods
- collaboration in all of its forms
- interaction and atmosphere
- competence, professionalism, and development approach of personnel
- leadership structures and practices
- the organisation, planning, implementation, and evaluation of work

Some of the factors that shape the operational culture are acknowledged, while the personnel is not aware of others, and some factors are occasionally also unintentional. All members of the community influence the operational culture, while the operational culture affects all within its sphere, whether its significance and impacts are recognised or not.

All working methods in ECEC shall support the child's development and learning. There shall also be pedagogical justifications for all methods applied. It is important for the personnel to acknowledge that the ways in which they act and interact with others are communicated as a model to children, who adopt values, attitudes, and customs prevalent in their early childhood education community.

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The operational culture of ECEC is developed following the principles of inclusion, and it is relevant to all aspects of pedagogical activities[86]. An inclusive operational culture promotes children's participation and learning and responds to the different needs of all children. Each child has the right to belong to a group, participate in joint activities and grow into their full potential, supported by their strengths and positive learning experiences, together with their peers. Children are offered suitable learning challenges and provided with the necessary support (Chapter 5). Suitable learning environments are assessed and developed together with children.

[86] HE 148/2021, pp. 30–31

A prerequisite for delivering inclusive ECEC is high-quality pedagogical and special pedagogical competence and activities, taking care of children's well-being and the personnel's commitment to the principles of inclusion. Preconditions for an inclusive operational culture include leadership and development of inclusion and assessing its realisation.

The operational culture affects the quality of ECEC. It plays a key role in implementing ECEC and accomplishing its goals. An operational culture supporting the goals of ECEC creates favourable conditions for children's development, learning, participation, security, well-being, and sustainable way of living.

Leadership significantly affects the operating culture of ECEC, and its development and quality. The leadership of ECEC is based on promoting the well-being and learning of every child. Preconditions for developing the operational culture and its inclusiveness include pedagogical leadership, which entails goal-oriented and systematic leadership, assessment, and development of the entity of ECEC. It includes all measures used to create preconditions for the personnel's good working conditions, utilisation and development of their vocational competence and education as well as pedagogical activities (Chapter 4.1).

3.1 The development of the operational culture and the principles guiding it

The operational culture of a community is in constant transition and must also be evaluated and developed ensuring that it supports the achievement of the objectives set for early childhood education and care. Commitment to shared goals promotes the implementation of the underlying values and the conception of learning. Considering the impacts of the operational culture and recognising and rectifying its undesirable features are an important part of its development. The basic precondition for constantly developing the operational culture is that the personnel understand the significance of the values, knowledge and beliefs underlying their actions and are able to assess these. Dialogue that is characterised by respect for others, ensures the participation of all members of the community and inspires trust is key to the development. The child's best interest must be the primary concern in the planning, provision, and development of ECEC. The child's best interest must be taken into consideration on a case and situation specific basis from the viewpoint of the child, group of children, and children in general.[87]

The heads of early education centres and family daycare promote an operational culture that encourages active participation by creating structures for professional discussion. The head also encourages the working community to regularly develop and make innovations on the operational culture of the community. The head supports the community's development into a learning community where competence is developed and shared. The aim is that the shared operational concept and the goals of the activities are apparent in the practices. The head is in charge of

[87] Section 4 of the Act on Early Childhood Education and Care and p. 85 of Government proposal HE 40/2018 vp

ensuring that shared working practices are made visible and regularly examined and assessed. Children and guardians are involved in developing and evaluating the operational culture.

The following principles are followed in developing the operational culture of ECEC:

A learning community at the heart of the operational culture

ECEC work as a community where children and personnel learn together and from each other. There is room for different opinions and emotions in the learning community. Children and personnel are encouraged to share their thoughts and experiment with different working approaches confidently. A community constantly evaluating and developing its operations challenges itself as well as recognises and utilises its strengths. The learning community appreciates respectful and thoughtful behaviour. The community encourages experimentation, trying one's best and persevering, and also allows making mistakes. The community is strengthened by working together and through participation.

The personnel are encouraged in self-assessment, sharing of knowledge and competence and, at the same time, professional development. Reflecting on jointly agreed goals and tasks, regularly assessing one's work as well as the feedback obtained from guardians and other partners promote the learning of the community. Learning is also promoted by drawing on information received through development efforts, evaluations, and research.

Community encouraging play and interaction

An operational culture that encourages children to play recognises the significance of play for a child's well-being and learning. The personnel recognise factors that set limits to play and develop approaches and learning environments that promote playing. The children and personnel have the opportunity to experience the joy of doing things together and playing together. The community encourages everyone to use their inventiveness, imagination, personal expression, and creativity. Playing may be seen and heard. Room, time, and peaceful settings are given to children's initiatives for playing, experiments and experiences. Playing children and adults are given an opportunity to concentrate on play.

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The operational culture of ECEC includes cooperation among personnel and with guardians and the local area. The members of the community respect each other and appreciate the collaboration. The community encourages children in good interaction and acting as members of a group. The personnel support the emergence of peer relationships among the children and foster friendships. A safe community intervenes in conflicts and the children learn constructive ways of solving them.

Participation, equality, and equity

An inclusive operational culture promotes participation, equality[88] and equity in all activities. The initiatives, views and opinions of children, personnel and guardians are respected. This requires conscious development of structures and practices that promote participation. Children develop their understanding of the community, rights, responsibility, and consequences of choices through participation. Participation is strengthened when the children are encountered sensitively and when they experience that they are seen and heard. Children's and guardians' involvement in planning, implementing, and assessing the activities promotes their participation. Each member of the personnel is an important part of the educational community.

Members of the community are encountered and treated as equals, independently of personal characteristics[89]. Equity does not mean that everyone is treated the same. In order to develop the operational culture, it is important that attitudes towards equity and equality are discussed in the working community. The way in which attitudes related to such aspects as language, ethnicity, worldview, disability, gender, and its diversity manifest themselves in people's talk, gestures, actions, and operating methods should also be considered. Models of interaction and language use as well as ways to act according to stereotypical presumptions are passed on to the children. ECEC is gender sensitive. The personnel encourage the children to make choices without gender-related role models or any other stereotypical roles or presumptions related to other personal characteristics. The personnel recognise features that lead into inequality in encounters between the children and intervene in them with tact and consistency. Positive and encouraging interaction supports the development of the children's identity and self-esteem.

Cultural diversity and language awareness

ECEC is part of a culturally transforming and diverse society. Cultural diversity is perceived as a resource. The community recognises the right to one's own language, culture, religion, and worldview as a fundamental right. ECEC appreciates and draws upon diverse cultural heritage and the national languages as well as cultural, linguistic, and philosophical diversity in the community as well as in its environment. To facilitate this, personnel members must have knowledge of cultures and worldviews and an ability to see things from different perspectives and put themselves in the place of others. The children and personnel constructively discuss different ways of thinking and acting, and also create new ways of acting together. This also enables them to promote culturally sustainable development.

ECEC with language awareness acknowledges that languages are present constantly and everywhere. The personnel understand the key importance of language for children's development and learning, interaction, and cooperation and for the building of identities and belonging to the society. Making multilingualism visible supports children's development in a

[88] Section 3(1)(6) of the Act on Early Childhood Education and Care
[89] Sections 7 and 8 of the Non-Discrimination Act (1325/2014)

culturally diverse world. The personnel must acknowledge that they act as a linguistic model for the children and pay attention to their personal language use. The personnel encourage children in diverse language use. Children's individual prerequisites are taken into account, and they are provided with time and opportunities to practise in varying situations.

Well-being, safety, and a sustainable way of living

Healthy, safe, and physically active ways of living are valued in ECEC. The children and personnel of ECEC are physically active indoors and outdoors. Children are guided to avoid sitting for long periods. Children's well-being is promoted by providing them with an opportunity for calming down and resting during the day as well as versatile, healthy, and sufficient nutrition. When developing the operational culture, attention is paid to the right to an environment that is free of urgency and that promotes concentration. Clear and systematic, but also flexible, daily structure promotes well-being.

The physical, mental, and social security of the entire community must be ensured in ECEC. Children must be protected against violence, bullying and other harassment[90]. Children are entitled to being consoled whenever needed. Bullying, violence, or harassment is not tolerated. Bullying is recognised, intervened in, and consciously and systematically prevented as part of developing the operational culture. Supporting the peer relationships between children and well-being in the community is essential to the prevention of bullying. The personnel play a key role in supporting children in practising and developing their social and emotional skills. Children practise recognising and resolving conflicts in a constructive manner. Any incident of harassment, bullying or violence is discussed with the children's guardians and solutions are sought together. The promotion of safety also entails systematic prevention and monitoring of accidents, safety education and looking after the facilities and equipment. ECEC requires functional and committed safety management as well as personnel competent in aspects of safety.

All activities take into account the necessity of an ecologically, culturally and economically sustainable way of living. Everyday choices and actions reflect a responsible relationship with nature and the environment. ECEC promotes the shared use of equipment and facilities, moderation, and economy in using them as well as repairing and reusing them.

3.2 Learning environments of early childhood education and care

The goal of early childhood education and care is to ascertain that the children's learning environment promotes development and learning and is inclusive, healthy, safe and, accessible[91]. Learning environments refer to the facilities, locations, communities, practices, and equipment which support children's growth, learning and interaction. In ECEC, the concept of the learning

[90] Section 10 of the Act on Early Childhood Education and Care
[91] Section 3(1)(2) and section 10 of the Act on Early Childhood Education and Care

environment includes, among other things, physical, social, and psychological dimensions. Learning environments are developed ensuring that the objectives set for ECEC can be achieved and that they support the development of the children's healthy self-esteem as well as social and learning skills. When building and developing the learning environments, attention is paid to ergonomics, ecological qualities, comfort, and accessibility as well as the lighting, indoor air quality and tidiness of the premises.

Learning environments are planned and constructed together with the children. They shall support children's natural curiosity and desire to learn as well as guide them to play, be physically active, explore, express themselves through art as well as experience art. Children must have an opportunity to explore the world with all of their senses and their entire bodies. Learning environments provide the children with alternatives for doing things that they enjoy, physically activity in versatile and fast ways, games and play as well as rest and spending time in a peaceful setting. Children's ideas, play and outcomes of their efforts are visible in learning environments.

Diverse pedagogical activities can be carried out in the learning environments, which can be adjusted when needed. The personnel must take into account the children's interests, individual skills and needs, as well as the implementation principles of ECEC (Chapter 4). In the ECEC learning environments, children act flexibly in groups of different sizes which allow each member of the community an opportunity to participate in the activities and interaction. Acting in pedagogically appropriate groups promotes concentration as well as child-focused activities.

Jointly agreed rules and operating methods help create a learning environment with a safe atmosphere that encourages showing respect for others and sharing responsibility. A safe atmosphere allows showing different kinds of emotions. It also helps the personnel to support children in expressing and regulating their emotions. Children are encouraged to ask questions, and they receive answers to their questions.

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Learning environments are designed and developed to strengthen equity and gender equality. This enables breaking away from traditional gender stereotypes. The learning environments promote children's linguistic development and language awareness and make cultural diversity visible.

The natural environment as well as yards, playgrounds and other built environments also provide learning environments for ECEC. They provide experiences, materials and versatile opportunities for play and exploration. They are utilised in gathering experiences of physical activity and nature and also as places of learning.

An adequate amount of versatile, age-appropriate, pedagogical, and safe toys and equipment must be available for the children’s use. These must take into account children’s needs for individual support and interests when needed. Technology is part of a versatile and participatory learning environment. Digital tools, applications and environments are used as a part of ECEC in

the most suitable way. Children's personal digital devices, toys and other equipment are used in the manner defined by the ECEC service organiser, and the use is agreed with the guardians.

Cooperation with other stakeholders as well as both physical and virtual visits, for example to libraries, museums, cultural heritage sites, concerts, the theatre, and guardians' workplaces enrich the children's learning environments. The planning of learning environments also offers a natural opportunity for collaboration between personnel and guardians.

3.3 Cooperation in early childhood education and care

Cooperation promotes the achievement of the objectives of ECEC and high-quality pedagogical activities in ECEC. The responsibility for systematic cross-sectoral cooperation and its implementation and planning rests with ECEC service organisers[92].

Cooperation with guardians

The significance of cooperation with the guardians is highlighted in ECEC[93]. The cooperation aims to promote joint commitment of guardians and personnel to children's healthy and safe growth, development, and learning. This educational cooperation is supported by the building of trust and equal interaction and mutual respect of participants.

The values, goals and responsibilities related to educational work are discussed both among personnel and with guardians. The cooperation is interactive and requires the personnel of ECEC to act with initiative and actively. The cooperation takes into account the diversity of families, children's individual needs and questions related to guardianship and parenthood. An interpreter may be used in the discussions to ensure mutual understanding[94].

Cooperation may have different roles and take various forms during the child's ECEC. Children's daily events and experiences are shared with the guardians. Encouraging feedback that describes the child's learning and development is important. Discussions between the guardian and personnel on the child's day lay a foundation for safeguarding the child's holistic well-being.

The cooperation plays a particularly important role in transition phases, such as when children begin in ECEC and the transitions during ECEC as the children change early education centres or begin pre-primary education. Joint discussions have a special task when an individual ECEC plan is drafted for the child (Chapter 1.3). The significance of cooperation with the guardian is highlighted in the planning and implementation of the support for the children’s development and learning (Chapter 5). An atmosphere of trust also enables cooperation between the guardian and

[92] Section 7 of the Act on Early Childhood Education and Care
[93] Section 3(1)(10) of the Act on Early Childhood Education and Care
[94] Section 18 of the Language Act (423/2003) and section 203 of the Aliens Act (301/2014)

personnel in challenging situations, such as when there are worries regarding the child's well-being.

Children's guardians must be provided with an opportunity to participate in planning and developing the early childhood education activities and goals of educational work together with the personnel and children. Information and communication technology is utilised in the cooperation with the guardians. The cooperation may also support interactions between guardians. Networking and the guardians' joint activities at various events enhance community spirit and support the work of the personnel.

Cooperation with different parties

The aim of the cooperation is to ensure the implementation and development of high-quality ECEC. According to the Act on Early Childhood Education and Care, the municipality shall organise ECEC in cross-sectoral cooperation and create the necessary structures for cooperation[95]. If necessary, a private service provider must engage in cross-sectoral cooperation[96].

The partners of ECEC refer to all the regional and local actors with which ECEC collaborates naturally. For instance, cooperation with actors providing education, physical activity, library and cultural services and other stakeholders in the local area add to the diversity of learning environments and support the goals of ECEC. Other partners of ECEC include NGOs, parishes and other communities based on a worldview, the police as well as catering and cleaning services.

Instigating and developing cooperation between the municipality's ECEC services and private ECEC service providers operating in its area as well as collaboration between municipalities are important. ECEC service organisers can work together with higher education institutions, educational institutions, research institutes and authorities to develop their activities.

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ECEC is also implemented in cooperation with professionals at child health clinics, child protection services as well as other actors in health care and social services. The significance of cooperation is highlighted when any of these actors raise a concern related to the child's development or well-being or when support is planned and organised for the child. Extensive health examinations may include, with the written consent of the child’s guardian, an assessment produced by ECEC and pre-primary teaching personnel on the coping and well-being of a child of under school age. This assessment by the ECEC personnel is an important part of the assessment of the child's holistic growth, development, and health as well as early recognition of the child's needs for support in cross-sectoral cooperation.[97]

[95] Sections 7 and 22 of the Act on Early Childhood Education and Care
[96] Section 7 of the Act on Early Childhood Education and Care
[97] Sections 7, 9 and 13 of the Government Decree on maternity and child health clinic services, school and student health services and preventive oral health services for children (338/2011)
and section 7 of the Act on Early Childhood Education and Care

3.4 Issues subject to local decisions

The local curriculum shall describe

- the goals of developing the operational culture of early childhood education and care, the manner in which these goals are to be attained, and evaluation practices
- development and implementation of inclusive practices
- learning environments used for ECEC and practices connected to their evaluation
- the goals and practices of cooperation with guardians
- the goals, structures, and approaches of cross-sectoral cooperation
- the evaluation practices of the different forms of cooperation
- how bullying, violence and harassment are prevented, how they are intervened in, and how the implementation of measures is monitored.

The ECEC service organiser ensures that each operating unit of ECEC may specify the goals connected to their operational culture and the development of their learning environments as well as practices related to cooperation. These complementary details may be documented in the local curriculum decided by the ECEC service organiser.

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4. Planning and implementing pedagogical activity in early childhood education and care

4.1 The framework for pedagogical activity

A holistic approach describes the pedagogy activities of early childhood education and care and their implementation. The aim is to promote children's learning and well-being as well as their transversal competence (Figure 1). Pedagogical activity is carried out in interaction and shared activities between children and personnel. Children's free activities as well as those that the children and personnel come up with together or that are planned by the personnel supplement each other. Pedagogy is emphasised in all activity.

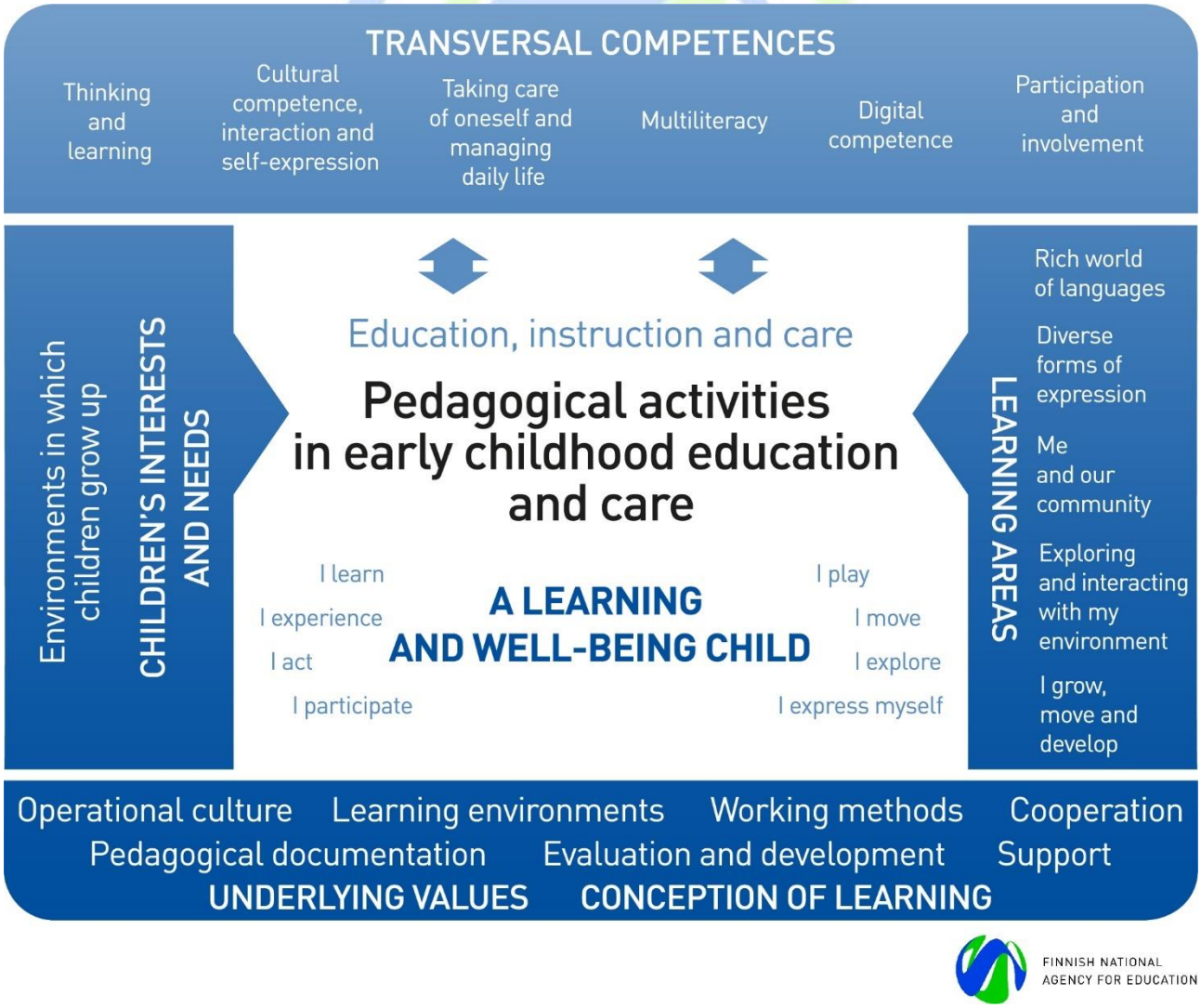

Figure 1. The framework for pedagogical activity in early childhood education and care

The underlying values (Chapter 2.4), the conception of learning (Chapter 2.5) and the operational culture (Chapter 3) based on these as well as versatile learning environments (Chapter 3.2), cooperation (Chapter 3.3.), working methods (Chapter 4.3) and support for the child (Chapter 5) lay the foundation for goal-oriented and inclusive activities. The planning of the activities begins with the children's interests and needs as well as meaningful aspects in the environment where children grow up. The learning areas described in Chapter 4.5 are also used as a basis for the planning. The precondition for high-quality pedagogical activities is systematic documentation, evaluation, and development (Chapters 4.2 and 7). The objectives of transversal competences also guide the planning of the activities (Chapter 2.7).

The local curricula for ECEC shall specify the objectives and principles for the pedagogical activities. When specifying the objectives, the different forms of ECEC services, their personnel structures and other characteristics should be taken into account. The local curriculum for ECEC as well as the children's individual early childhood education and care plans (Chapter 1.3) shall be used as a basis for planning the activities for the group of children. The activities shall be implemented so that each child has the right to progress in learning, ensuring that ECEC and pre-primary education form a continuum that is meaningful for the child.

4.2 Pedagogical documentation

Pedagogical documentation is an essential working approach in planning, implementing, evaluating, and developing early childhood education and care. This documentation is a continuous process where observations, documents and their interpretation in interaction create an understanding of pedagogical activity. Pedagogical documentation enables the participation of children and guardians in evaluating, planning, and developing the activities.

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Pedagogical documentation produces concrete and versatile knowledge about the children's lives, development, interests, thinking, learning, and needs as well as the activities of the group of children. Individual documents, such as photographs, drawings or the personnel's observations make it possible to examine the children's development and learning together with the children. The knowledge and skills already acquired by the children as well as their interests and needs are made visible through pedagogical documentation and used as a basis for planning the activities.

The aim of systematic documentation is that the personnel get to know individual children, understand the relationships between the children as well as the nature of the interaction between the personnel and children in the group. The purpose of pedagogical documentation is to implement ECEC in a child-focused manner. The knowledge and understanding acquired through documentation are utilised for such purposes as continuously shaping the working methods and learning environments as well as the goals, methods, and contents of activities to better meet the children’s interest and needs. The individual ECEC plan of a child is part of the pedagogical

documentation process (Chapter 1.3). Systematic pedagogical documentation is also required for assessing the needs for support for the child (Chapter 5).

Documents collected over a longer period of time are an important part of evaluating pedagogical activities, self-assessment of the personnel's work (Chapter 7.1), and development of the operational culture.

4.3 Versatile working methods

The tasks and goals set for early childhood education and care and the age, needs, prerequisites and interests of children guide the selection of working methods. Working methods that are functional and promote the creativity and participation of children provide natural ways of learning. These include children’s supervised and free play, exploration, physical activity as well as experience of and expression through art. Digital tools, applications and environments are utilised in the activities. Versatile working methods are not only a vehicle for, but also a target of, learning. It is therefore important for the personnel to guide the children to experiment with and use different working methods in groups of different sizes as well as independently. Children are encouraged to ask questions and express wonder as well as to make conclusions and solve problems together while working.

Professional competence and sensitivity to identify pedagogical possibilities in different situations are required of the personnel. Among others, this is manifested as the personnel's ability to observe children's initiatives and emotions and redirect their own activities accordingly. The initiatives of younger children are often physical and non-verbal. Understanding and responding to these require sensitive presence and familiarity with the child.

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Children participate in planning and selecting the working methods in line with their personal prerequisites. Children must have an opportunity to explore the world with all of their senses and their entire bodies as well as experiment with different working methods. The varying use of working methods provides the children of different ages learning in diverse ways with experiences of succeeding. Versatile working methods require versatile learning environments. The competence of personnel and children is utilised in using the working methods and new working methods are experimented with and developed.

4.4 Play as source of development, learning and well-being

Play is a key practice in early childhood education and care. The task of ECEC is to provide all children with opportunities for different kinds of play and games. Play promotes the child's development, learning and well-being. While children learn by playing, they do not personally see

play as a vehicle for learning but a way of spending time, living, and perceiving the world instead. Experiences that stimulate the children's emotions, curiosity and interest inspire them to play.

For the child, the significance of play lies in the play itself. Play produces joy and pleasure for the children. Children are active agents when they play: they structure and explore the surrounding world, create social relations, and form meanings based on their experiences. Children construct ideas of themselves and others through play. Through play, children imitate as well as create new things and alter what they have seen. By doing so, they model and test their hopes and dreams. The use of imagination enables children to experiment with different roles and ideas which they could otherwise not carry out. Through play, children can process experiences that they find difficult. Play makes it safe to experiment, try and fail.

Play combines key elements that promote learning: enthusiasm, doing things together and challenging personal abilities. Play evolves and takes different shapes as children gain more experiences. Interactions between the personnel and children as well as among the children lay a foundation for the development of thinking, language and developing play skills. Children make observations, experiment, and learn the rules of the community through play. When playing in a group, children learn to regulate their emotions and desires as well as to take the viewpoints of others into account. Play increases sense of community, which strengthens a positive emotional atmosphere.

Play is the key working method in ECEC. In pedagogical activities, for example drama, improvisation or fairy tales can be combined in developing plots for play and constructing imaginary worlds. The personnel must acknowledge the significance of concentrated exploration, spontaneous creative expression as well as boisterous play and physical games on children's well-being and learning. Different situations may be enriched by introducing playful aspects to them. Nursery rhymes, wordplay, songs, and playfulness strengthen a positive atmosphere, which supports learning and well-being.

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The personnel have the duty to secure the preconditions for playing in line with the principles of inclusion, supervise play in a suitable way, and ensure that each child gets an opportunity to participate in playing together as allowed by their skills and capabilities. The personnel must support the development of the children's play with a systematic and goal-oriented approach by either guiding it from outside or participating in it. The physical and psychological presence of the personnel support interaction among the children and prevent conflicts from arising.

The personnel must observe and document the children's play. Observation of play increases the personnel's understanding of children's thoughts and interests as well as their emotions and experiences. The observations are used in planning and guiding play and other activities. Subtlety, professional competence as well as gender sensitivity in detecting children's initiatives for play and responding to them in an appropriate way are required of the personnel.

Time, peace, and space as well as appropriate toys and materials available for the children are necessary for sustained games and play. The learning environments must provide flexibility necessary for the play, as play and games can take place anywhere.

Knowledge of children's culture and media aimed at children help personnel understand the children's play. Different games as well as digital devices and applications also provide diverse opportunities for play. In a learning environment that encourages playing, adults are also learners. The personnel together with guardians discuss the importance of play and observations related to children's games and play together with guardians. This makes it easier for the same games to continue at home or in ECEC.

4.5 Learning areas

The following learning areas describe the key objectives and contents of pedagogical activities in early childhood education and care. They guide the personnel in planning and implementing versatile and integrative pedagogical activities together with the children. Children are entitled to gather versatile experiences of the different learning areas. Rather than being independent entities that are implemented separately, the themes of the learning areas are combined and applied according to the children's interests and competence. The learning areas have been grouped into five entities as in the national core curriculum for pre-primary education[98]:

- Rich world of languages
- Diverse forms of expression
- Me and our community
- Exploring and interacting with my environment
- I grow, move, and develop.

Pedagogical activities that integrate and apply different areas of learning enable broad-based examination and exploration of things and phenomena. Children's interests and questions serve as a key premise for the activities. For example, the themes may emerge from play and games, fairy tales, excursions or spontaneous interactive situations between the children and personnel or in the interaction among children. The ways in which the objectives of the learning areas are dealt with will depend on the selected themes, situations, and the children's learning. The personnel have the task to ensure that the pedagogical activities promote the development and learning of children of different ages.

[98] National Core Curriculum for Pre-primary Education 2014

Rich world of languages

The task of ECEC is to strengthen the development of children's **linguistic skills** and **capacity** as well as their **linguistic identities**. ECEC strengthens children's curiosity towards and interest in languages, texts, and cultures. Supporting linguistic development is connected to the development of the child's multiliteracy (Chapter 2.7). It is also connected to, among other things, transversal competences associated with children's cultural skills and interaction. The developing linguistic skills provide the children with new ways to influence and to participate actively.

Language is both an object of and a vehicle for learning for children. It provides children with means to manage different situations and things as well as interact with others, express themselves and acquire knowledge. A versatile language environment in ECEC as well as cooperation with guardians, support children's linguistic development. In ECEC, children are provided with encouraging and consistent feedback on their language use and interaction skills.

ECEC supports the development of each child's skills in the language of instruction. The fact that children grow up in different linguistic environments and may learn several languages simultaneously is taken into account in the education and instruction. The ways of using language and interacting vary between families, and several languages may be spoken in the children's homes. Linguistic and cultural diversity is made visible in ECEC in cooperation with guardians. For its part, this supports the development of children's linguistic identities. Perspectives related to language and culture in ECEC are discussed further in Chapter 4.6.

It is important for language learning to acknowledge that children of the same age may be going through different phases in different areas of linguistic development. **Linguistic identities develop** as children are provided with guidance and support in the main areas of linguistic skills and capacity.



Figure 2. The main areas of children's linguistic development in early childhood education and care

For the development of **interactive skills,** children's experiences of being heard and getting responses to their initiatives are important. The personnel's sensitivity and responses to children's messages, including non-verbal ones, are essential. The development of interaction skills is supported by encouraging the children to communicate with other children and personnel.

Children's **language comprehension skills** are supported with abundant linguistic modelling. Verbalising activities in a consistent manner and discussions support children in developing their vocabulary. Descriptive and accurate language is used in different situations. Images, objects, and gestures are used for support when needed.

The development of children's **speech production skills** is monitored and guided. Children are encouraged to speak in different situations, both with adults and other children. This helps children use and understand spoken language. The children's attention will gradually be drawn to different tones of voice and emphases.

Children's **language use skills** are guided and the use of language in different situations is reflected on together with the children. The aim is to strengthen language use with situation awareness. The children practise narrating, explaining, and speaking in turns. Empathy, use of humour and learning good manners also strengthen children's language use competences. Familiarisation with different texts supports the development of language use competences and helps children to notice differences between spoken and written language.

Children diversify their linguistic expression as their **linguistic memory** and **vocabulary** expand. The personnel have the duty to consciously support this development. The development of linguistic memory is supported by, for example, the use of nursery rhymes and singing games. Playing with language, naming things, and using illustrative words promote the development of children's linguistic memory and vocabulary. Discussions, reading and telling stories in an unhurried atmosphere provide opportunities for considering the meanings of words and texts and learning new concepts in their contexts.

Observing different languages in the immediate surroundings support the children's developing **language awareness**. The personnel have the task of attracting and encouraging the children's interest in spoken and written language and gradually also in reading and writing. Language is observed and examined to direct children's attention from the meanings of words towards the shapes and structures of language, including words, syllables, and phonemes. Children are encouraged to playful writing and reading.

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Rich and diverse texts are used in ECEC. Children are familiarised with versatile children's literature. Stories are told to them, and they are also encouraged to make up their own stories. Children's stories, nursery rhymes and verbal messages are documented. To support multiliteracy, visual, auditory, and audiovisual messages and texts among others are used alongside spoken language.

Diverse forms of expression

A task of ECEC is to support the development of children's **musical, visual, crafts** as well as **verbal** and **physical expression** in a goal-oriented manner as well as to familiarise them with different art

forms and cultural heritage. A holistic approach and creative combination of different ways to express characterise children's expression. Artistic experiences and expression promote children's learning potential, social skills, and positive self-image as well as their capacity to understand and structure the surrounding world. Children develop their thinking and learning skills as they explore, interpret, and create meanings by practising different ways to express. The ability to imagine and evoke mental images is also key to the development of the child's ethical thinking. Familiarisation with cultural heritage, art and different forms of expression also strengthen children's competence in the areas of multiliteracy, participation and involvement.

Culture is an important part of the child's identity. ECEC provides children with opportunities to see and experience art and other culture diversely. The experiences related to art and culture strengthen children's ability to adopt, use and change culture. At the same time, the children learn to understand the meaning and value of art and cultural heritage.

Different forms of expression provide the children with means to experience and perceive the world in a manner that speaks to and inspires them. Artistic expression provides means for making observations, emotions, and creative thinking visible in a way that motivates children. Children familiarise themselves with different forms of expression by using multiple senses, working methods, and learning environments as well as the cultural offerings available in the local area. The aesthetic and inspiring qualities of the learning environments and versatile equipment and materials and sufficient guidance available in them are significant when children familiarise themselves with different forms of expression.

The arts education includes both spontaneous and planned activities. The processes of expression and learning emphasise experimenting, exploring, practising the different stages of doing things and documenting these. Each child's individual expression is supported, and a sufficient amount of time and space is reserved for children's joint creative processes. Utilising special competence of the personnel, children and other actors enriches arts education.

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The aim of **musical expression** in ECEC is to provide the children with musical experiences as well as strengthen the children's interest in and relationship with music. Children are guided to immerse themselves in music and make observations on the sound environment. Children develop their capabilities for understanding music as well as the duration, volume, tonal colour, and strength of sound through musical activities. Children sing songs and enjoy nursery rhymes, experiment with different musical instruments as well as listen and move to music together with the personnel. Children gather experiences of basic beat, rhythm in words and making music with their bodies. Children are encouraged to use their imagination and express their thoughts and emotions stirred by music, for example by explaining them verbally, visually or through dance. Children also gather experiences of creating music together as well as the processes of practising small-scale musical performances and the joy of success brought by the performances.

The goal of **visual expression** is to develop the children's relationship with visual arts, other forms of visual culture and cultural heritage. Children have an opportunity to enjoy creating images and gather aesthetic experiences through art. Children practise visual thinking, observation, and interpretation of images through versatile visual expression. They develop their skills in producing images by using multiple senses and by building connections with other forms of expression. Children experiment with various methods, tools, and materials for creating an image, for example by painting, drawing, building, and making media presentations. In addition to the images independently produced by children, artwork, contents in the media, objects and sites in the built and natural environment are observed with the children. Children are guided to interpret and explain their thoughts about visual messages. When examining images, attention is paid to such aspects as colours, shapes, materials, the artist, context of presentation, and emotions stirred by the images.

The children practise planning skills, creative problem solving, fine motor skills, knowledge of structures, materials and techniques, and design with the help of crafts suitable for children (both technical and textile). These techniques may include moulding, cutting, nailing, sawing, and sewing. The goal of **crafts expression** is to bring to the children the joy of experimenting, exploring, doing things together, experiencing and making discoveries as well as the enjoyment of seeing the result of their creativity and personal touch. Children are provided with opportunities to independently experiment with, explore and combine different materials as well as to learn different craft techniques. Children get to produce and implement ideas for different kinds of artwork and objects. Crafting traditions related to the children's backgrounds as well as the local area can be observed and utilised with the children.

Children are encouraged to engage in **verbal** and **bodily expression**, for example through drama, dance, and play. The aim is that the exercises and games offer children opportunities to versatile verbal and bodily experiences, expression, and communication. Topics arising from children's imagination or things experienced and perceived by them are worked on together. Children gather experiences of both spontaneous expression and a jointly planned, implemented, and assessed creative process. For example, children's literature, literary art, different forms of theatre, dance and circus are utilised diversely in the activities.

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Me and our community

Children expand their living environment as they begin ECEC outside their homes. In addition to the traditions, operating models, values and views of their homes, children come across different ways of thinking and acting. The mission of ECEC is to develop children's capabilities of understanding the diversity of the local community and practise acting in it. This topic is approached from the perspectives of **ethical thinking, worldviews, the past, the present** and **the future of the local community** as well as **the media**. For example, fairy tales, music, visual arts, play, drama, different media contents as well as visitors, visits and events in the local area can be used diversely in the activities. The learning area of me and our community particularly supports

transversal competences related to the children's cultural competence, interaction, and expression as well as their thinking and learning (Chapter 2.7).

The development of **ethical thinking** skills is supported by reflecting together on ethical questions that arise in different situations or that concern the children. For instance, the themes may be connected to friendship, telling wrong from right, justice or causes of fear, sadness, and joy. Ethical questions are discussed in a manner that enables the children to feel safe and accepted. The rules of the group and their justifications are also reflected on with the children.

Worldview education in ECEC focuses on examining together the religions and other worldviews present in the group of children. Religions and worldviews can also be examined more extensively with the children. Irreligion can also be examined. The goal is to promote mutual respect and understanding of varying worldviews as well as to support the development of the children's cultural identities and worldviews. The children are familiarised with different worldviews and related traditions. For example, annual celebrations and events as well as daily situations, such as dressing or meals, provide natural opportunities for examining worldviews. Room is given for the children's wondering, and life questions that puzzle them are reflected on together.

Worldview education is organised in cooperation with guardians, being aware of and respecting the background, worldviews, and values of each family. Among others, worldview education supports transversal competences related to the children's cultural competence, interaction, and expression as well as their thinking and learning (see Chapter 2.7).

By discussing **the past, the present** and **the future of the local community**, children's interest is geared towards historical matters and building a good future. Diversity in the children's growth environments is also observed.

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Children are offered possibilities to immerse themselves in past events and situations. The children and their personal histories, members of the local community and its environments and artefacts are important sources of information. In addition, the expertise of the children's guardians in their cultural heritage may be utilised. For instance, the games and music from the childhood of the children's grandparents can be used in familiarisation with past times.

The presence is examined by discussing current topics that concern or interest the children. Diversity in the local community is also respectfully observed with the children. Among others, the diversity of people, genders and families is explored. The goal is to educate children to understand that people are different but equal.

In addition to the past and the present, it is important to reflect on the future and how we can influence the realisation of a favourable future. Anticipation of the future may be connected, for instance, to planning games for the coming season or personal learning environments. This can be

done, for example, by constructing imaginary future worlds or talking about professions that the children find interesting.

The task of the **media education** in ECEC is to support the children's possibilities for being active and expressing themselves in their communities. Children are familiarised with different media and producing media content is experimented with playfully in safe environments. The contents and reliability and truthfulness of media related to the children's lives are considered together with the children. At the same time, the children practise their developing source and media criticism. The children are guided in using media responsibly, taking into account their own and other people's well-being. Themes presented in the media may be dealt with the children, for example, though play with physical activity, by drawing or with the means of drama.

Exploring and interacting with my environment

The task of the ECEC is to provide children with a capacity to observe, analyse and understand their surroundings. The children are guided to explore and act in the natural and built environment. ECEC supports the development of the children's **mathematical thinking** and strengthens their positive attitude towards mathematics. ECEC also includes **environmental education** and **technology education**. Personal observations and experiences related to learning environments help children understand causal relationships and develop as thinkers and learners. Children's developing competence of naming phenomena and using different concepts promotes their multiliteracy.

The goal of ECEC is to provide the children with joy of invention and learning in different phases of their **mathematical thinking**. Children familiarise themselves with mathematics and its areas through illustrative and playful activities. Children are guided to pay attention to the shapes, amounts and changes they come across in daily situations and environment. Children are encouraged to consider and describe their mathematical observations by expressing and examining them, for example by using their body or different devices and images. Children are provided with opportunities to classify, compare, and rank different things and objects and to discover and produce regularities and changes. They are also encouraged to discover, consider, and deduce problems related to the learning environment and find solutions to them.

The development of the concept of numbers is supported diversely in interactive situations, such as by utilising play and materials that appeal to children. Children are encouraged to perceive numbers and amounts in their environment and, as they advance their competence, to join them to numeral words in writing and numeric symbols as permitted by their skills. Number sequencing and naming skills can be developed, for instance, with nursery rhymes and rhyming. Measuring is experimented with, and the concepts of location and relation are practised with the children, for example through games involving physical activities, by drawing or using different instruments.

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Different exercises are used to support children's perception of space and plane. Children are encouraged to examine objects and shapes and to play with them. In order to strengthen children's geometric thinking, opportunities for building, arts and crafts and clay modelling are arranged for them. The concept of time is explained, for example by observing the times of the day and seasons.

The goal of **environmental education** is to strengthen children's relationship with nature and ability to act responsibly in nature as well as to guide them towards a sustainable way of living. Environmental education comprises of three dimensions: learning in the environment, learning about the environment and acting for the environment. The local natural and built environments are not only objects of learning, but also learning environments.

Making field trips to natural and built environments and exploring the surroundings are an important part of ECEC. Through positive learning experiences, children learn to enjoy nature and the local surroundings, which strengthens their relationship with nature. Natural phenomena are observed through the use of different senses and in different seasons. They are discussed and examined. At the same time, children learn to use concepts connected to nature. Practice in identifying different plant and animal species strengthens children's knowledge of nature. Children learn to search for information on interesting topics. Nature can also be a place for aesthetic and peaceful experiences.

Children are guided to respect nature, its plants, and animals. Environmental education promotes the children's growth into a sustainable way of living and the practice of skills needed in it. These practical skills include not littering while on excursions, learning moderation and being economical, responsibility related to meals, saving energy as well as decreasing the amount of waste by such means as recycling, repairing, and reusing things. At the same time, children are guided to pay attention to the impacts of their actions. It is important to ensure that children feel they can contribute to a sustainable way of living through their actions, however without having to bear too much responsibility for maintaining it as children.

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The goal of **technology education** is to encourage children to familiarise themselves with experimental and inquiry-based approaches. Children are also guided to observe technology in the environment and to come up with their own, creative solutions. Children are encouraged to ask questions, find explanations together and draw conclusions.

Technological solutions that children come across in their daily lives are observed with them. Children familiarise themselves with digital devices and applications and their functions. Particular attention is paid to the safe use of machines and devices. Children are provided with opportunities to carry out their own ideas, for example by building things out of different materials and testing how different devices work. Children are encouraged to describe the solutions they have made. The children solve problems and celebrate successes together. The goal is that their personal

experiences help children form an understanding of the fact that technology is an outcome of human activity. Technological solutions available in the surroundings, such as toys and other everyday technology, can be used in the activities and their operating principles can be examined.

I grow, move, and develop

The learning area of I grow, move, and develop includes objectives related to **physical activity, food education, health,** and **safety.** The task of ECEC is to build a foundation for children's way of living which values health and well-being and promotes physical activity together with guardians. This learning area particularly supports transversal competences related to taking care of oneself and managing daily life.

A goal of ECEC is to encourage children to be physically active in versatile ways and to experience joy of **physical activity**. Children are encouraged to spend time outdoors and engage in physically active play during all seasons. In addition to supervised exercise, it is ensured that children get plenty of opportunities for independent physical activity both indoors and outdoors every day. Physical education must be regular, child-focused, versatile, and goal-oriented. Sufficient daily physical activity is important for the child's healthy growth, development, learning and well-being. Physical activity refers to various types of activity with different levels of physical strain, including playing indoors and outdoors, excursions and instructor-led physical activity. Physical activity in a group develops children's social skills, such as interaction and self-regulation skills. Physical activity must be a natural part of the child's day. Together with guardians, children are also encouraged to exercise in their free time both indoors and outdoors.

The task of ECEC is to develop children's knowledge of their bodies, body management as well as fundamental movement skills, such as balance, locomotor, and manipulative skills. Different senses as well as equipment made out of different materials encouraging children to be physically active are utilised in the physical activities. Children's physical activities must be naturally versatile in terms of their duration, intensity, and pace. Children must gain experiences of physical activity independently, in pairs and with a group. In ECEC, children gather experiences of different physical games, such as traditional outdoor games as well as moving to stories and music. Different seasons must be utilised so that children get opportunities for learning outdoors activities typical for each season.

Regular and supervised exercise plays a key role in children's holistic development and learning of motor skills. Therefore, it is important to observe the children's motor skills systematically. The personnel must plan the daily structure, indoor and outdoor environments as well as the contents of activities so that the children get an opportunity to enjoy physical activity diversely in different situations. Exercise equipment must be available for the children also during free physical activity and play. ECEC takes the safety of exercise equipment into account.

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The aim of **food education** is to promote positive attitudes towards food and eating and support versatile and healthy eating habits. Children are guided to eat independently and to obtain versatile and sufficient nutrition. Daily meals are organised in an unhurried atmosphere where the children learn to eat without disturbances and with good table manners. They are also familiarised with a culture of eating together with others. Children familiarise themselves with foods, their origins, visual appearance, textures, and tastes through the use of different senses and exploration. Discussions, stories, and songs connected to food promote the advancement of the children's vocabulary related to food.

Issues connected to **health** and **safety** are considered together with the children in ECEC. Children's capabilities for taking care of their health and personal hygiene are supported. The significance of exercise, rest and good interpersonal relationships to health and well-being are discussed with the children. Children learn about issues connected to safety in everyday situations. These may include situations where children are getting dressed, eating, playing, and spending time outdoors. Children's age-appropriate curiosity towards sexuality and the body is guided respectfully. Children practise safety in traffic in their local area as well as rules and customs related to safe mobility. The goal is to support the children's sense of security and to provide them with capabilities for asking for and seeking help and for operating safely in different situations and environments.

4.6 Special perspectives of language and culture

In the national core curriculum for early childhood education and care, perspectives related to language and culture are considered to apply to every child participating in ECEC. Children's varying linguistic and cultural backgrounds and capabilities are perceived to enrich the community in a positive way. In linguistically and culturally aware ECEC, languages, cultures and worldviews are integrated in all activity.

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According to the Act on Early Childhood Education and Care, the municipality must ensure that the child can be provided with ECEC in child's mother tongue if the language is Finnish, Swedish or Sámi. ECEC may be provided in sign language for children using sign language. ECEC may also be provided in the Roma language.[99] Also other languages can be used in ECEC, provided that this does not risk the achievement of the objectives set in the core curriculum. In such cases, it shall be ensured that the development of Finnish/Swedish as the child's mother tongue is also supported. Cooperation between personnel, guardians and different cultural communities supports the cultural traditions of children and families as well as the children's opportunities for demonstrating their cultural backgrounds. Children are encouraged to interact in bilingual and multilingual environments.

[99] Section 8 of the Act on Early Childhood Education and Care, HE 40/2018 pp. 88–89 and Sign Language Act (359/2015)

In ECEC, there are children who speak both **Finnish** and **Swedish** as their mother tongue. It is important for the development of these children's language skills and identities that both languages are supported, and the children are encouraged to use them.

A special objective of the early childhood education and care of **Sámi children** is to strengthen the children's Sámi identity and awareness of their own culture and to provide the children with an opportunity to learn Sámi folklore and traditional skills. The Sámi people are an indigenous people whose right to their own language and culture is protected under the Constitution[100]. The immediate environment and cooperation with guardians and the Sámi community shall be utilised in the activities. When ECEC is organised in one of the three Sámi languages, its special objective is to strengthen language development, comprehension, and use. The aim is to improve the children's capabilities for acting in a Sámi language environment, to learn the Sámi language and to learn in the Sámi language. The personnel promote the preservation of the Sámi language and Sámi cultural heritage in cooperation with the guardians.

In the early childhood education and care for **Roma children**, a particular objective is to support the positive development of the children's identity and their awareness of their own history and culture as well as to increase their participation in the society. The linguistic development of the children is also supported in cooperation with the guardians and the Roma community. Whenever possible, opportunities are arranged for the children to use and acquire skills in the Roma language. The personnel promote the preservation of the Roma language and cultural heritage in cooperation with the guardians.

Early childhood education and care for children using **sign language** can be realised either in groups for sign language users or in groups consisting of children using sign language and spoken language. Sign language may be the child's mother tongue, first language or second language. Children using sign language may be deaf, hard of hearing, or hearing. The goal of ECEC in sign language is to support and strengthen the children's linguistic and cultural identity by providing them with an opportunity to use and adopt sign language in Finnish or Finnish-Swedish in collaboration with guardians. The aim is also to improve the children's capabilities for acting in different language environments and to strengthen the children's Finnish or Finnish-Swedish sign language expression and reserve of signs.

The language skills of **foreign language speaking and plurilingual children**, as well as the development of their linguistic and cultural identities and self-esteem, are supported in ECEC. The development of Finnish/Swedish skills is promoted with a goal-oriented approach and underpinned by pedagogical planning in different areas of linguistic skills and capabilities based on children's needs and abilities. Versatile interactive situations and learning environments are used to provide children with opportunities to use and learn Finnish/Swedish as a second language in

[100] Section 17(3) of the Constitution of Finland (731/1999)

education and teaching situations. Concrete everyday language and its resource of expressions are the starting point for learning the Finnish/Swedish language. Language comprehension and production skills develop in connection with one another. Children learn to make observations as well as express their ideas, emotions, and opinions in a manner that is suitable for the situation and natural to them. Some of the children only start familiarising themselves with the Finnish culture and Finnish/Swedish as they begin ECEC. The familiarisation with and learning of Finnish/Swedish related to the child's linguistic development should not be compared to support provided in ECEC (Chapter 5). Guardians are informed about the goals, contents, and methods of Finnish ECEC. The family's linguistic environment, language choices, formation of plurilingual and multicultural identities as well as the stages and importance of the development of mother tongue(s) are discussed with the guardians. ECEC supports the integration of children into Finnish society.

Whenever possible, children are provided with opportunities for also using and learning their own mother tongue(s). Children's mother tongue and learning Finnish/Swedish as a second language lay the foundation for their functional bilingualism and plurilingualism. The family is primarily responsible for preserving and developing the child's mother tongue(s) and culture. If necessary, an interpreter should be used in the discussions with the guardians to ensure mutual understanding.

Bilingual early childhood education and care

Bilingual early childhood education and care is organised by decision of the municipality or a private actor. The goal of bilingual ECEC is to utilise the children's early sensitive period for language learning by providing the children with language education that is more versatile than mainstream education. Children are provided with opportunities for acquiring language skills and using languages functionally and through play, thus building a foundation for lifelong language learning. The objective is that acting in a multilingual environment will stir children's linguistic curiosity and desire to experiment. This will also enable diverse cultures to meet naturally.

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Bilingual ECEC is divided into large-scale and small-scale bilingual education and care. The aim of small-scale bilingual ECEC education is to stir interest in and a positive attitude towards languages in children. The aim of large-scale bilingual ECEC is to create capabilities for the children to act in bilingual and multilingual environments.

Large-scale bilingual early childhood education and care

Early total immersion in the national languages in ECEC

Immersion in Swedish may be organised in ECEC provided in Finnish and immersion in Finnish in ECEC provided in Swedish. Immersion in Sámi may also be organised in ECEC provided in Finnish and Swedish. Early total immersion in the national languages is a programme that begins in ECEC and continues until the end of basic education. The language of instruction and the second

national language or Sámi combine to form an entity. ECEC is mainly provided in the immersion language. The development of the children's skills in their mother tongue(s) is supported in cooperation with homes and guardians. The aim in the activities is that each member of the personnel consistently uses one language only: either the immersion language or the language of instruction of ECEC. While children are encouraged to use the immersion language, they must also have the possibility to be understood in their mother tongue. The objective is to provide children with capabilities for continuing in pre-primary education and further on to basic education implemented as immersion.

Other large-scale bilingual ECEC

Part of the activities (at least 25%) in other large-scale bilingual ECEC is implemented in a language other than the language of education and care laid down in the Act on Early Childhood Education and Care. Some children may speak this language as their mother tongue. The activities are planned so that the different language groups receive the support for linguistic development they need. The groups may also include children who speak neither of the languages used in the education and care as their mother tongue. The ECEC service organiser decides on a case-by-case basis when these arrangements support the child's development by discussing the matter with the guardian.

The activities of bilingual ECEC are planned so that the ECEC realised in two languages forms an entity where both languages are present and developed gradually through the modelling of the personnel and active participation of the children. If possible, each member of the personnel will actively use only one of the languages. Children must also have the possibility to be understood in their mother tongue, in Finnish or Swedish. Children are encouraged to use both languages. The objective is to provide children with capabilities for continuing in bilingual or Finnish/Swedish pre-primary education and basic education.

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Small-scale bilingual early childhood education and care

Language-enriched ECEC

Language-enriched early childhood education and care refers to ECEC in which less than 25% of the activities are regularly and systematically carried out in a language other than the languages of education and care laid down in the Act on Early Childhood Education and Care. The goal is to support language-learning, motivate children and diversify their language choices. A further aim may be to continue studies in language-enriched or other bilingual pre-primary education or basic education or other early language instruction.

Language nest

In early childhood education and care, language nest activities refer to activities strengthening children's awareness of their own culture. They also provide children with an opportunity to learn

an endangered minority or indigenous language. The principles of language nest activities may be similar as those of language immersion.

4.7 Issues subject to local decisions

The local curriculum for early childhood education and care shall specify the following objectives and principles for the pedagogical activities, taking the child's age and development as well as the characteristics of the different forms of ECEC services into account. The objectives and contents of pedagogical activities in the different ECEC services can be specified in the local curricula.

The local curriculum shall describe and specify

- principles of planning and implementing pedagogical activities as well as related monitoring and evaluation practices
- principles and practices of pedagogical documentation in ECEC
- principles applied to selecting working methods and directing their use
- practices that support children's play in line with the principles of inclusion
- goals and contents of learning areas
- ways of taking into account the children's interests and participation in planning and implementing pedagogical activities
- implementation of ECEC for different linguistic and cultural groups
- implementation of bilingual ECEC, if this is provided
- supporting foreign-language speaking and plurilingual children in learning Finnish/Swedish
- cooperation and practices related to the family's language choices and supporting their mother tongue.

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5. Support for the child

A child who attends early childhood education and care has the right to receive general, intensified, or special support as provided in the Act on Early Childhood Education and Care[101]. Timely, individually targeted support that meets the child's needs promotes the child's development, learning and well-being. It also prevents the child's problems from growing and taking on more diverse forms as well as the risk of social exclusion.

The organisation of support is based on each child's strengths and needs related to learning, development, and well-being. The child is heard, taking child's age and development into account. In ECEC, the support consists of meeting the child's individual needs and solutions associated with the ECEC community and learning environment. It is ensured in ECEC that each child feels accepted as himself or herself and as a member of the group. Encouraging children and providing them with opportunities for experiencing success support the development of the child's positive self-image. The support and measures the child needs are included in child's ECEC plan at an early education centre or in family daycare.

5.1 Principles that guide the provision of support and responsibilities

An ECEC service organiser[102] has the duty to provide the support a child needs at an early education centre or in family daycare. The child's need for support is assessed, and support is arranged without delay. In early childhood education and care, support is provided as general, intensified, and special support in keeping with the principles of inclusion. As a basic premise, children have the right to receive support in their child group delivered through different flexible arrangements. If the child's support needs so require, the child has the right to participate in ECEC provided in a small group or a special group.

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It is important for the child that the support forms a coherent continuum while the child attends ECEC and pre-primary education and when the child transitions to basic education.

Responsibilities for organising and delivering support

The ECEC service organiser decides on the practices, delivery, operating methods, and evaluation of support provision at an early education centre and in family daycare. The ECEC service organiser monitors and assesses the effectiveness and adequacy of the support provided.

The ECEC service organiser decides on the structures, responsibilities and operating methods related to cooperation with guardians as well as multidisciplinary cooperation. In the context of

[101] Section 15a of the Act on Early Childhood Education and Care
[102] Municipality, joint municipal authority or private service provider, see Chapter 1.1

multidisciplinary cooperation, the division of labour between different actors in the provision of support should also be decided. When requested by the ECEC service organiser, social welfare and health care experts must participate in conducting an evaluation if this is necessary for assessing the child's support needs[103].

The ECEC service organiser is responsible for ensuring that the child's right to receive the services of a special education teacher (ECEC) and the interpretation and assistance services and aids required for participation in ECEC is realised[104].

The decisions on intensified and special support and support services are made by the municipality responsible for organising ECEC [105]. In case of ECEC organised by a private service provider, the decision is made by the municipality in which the ECEC unit is located on the service provider's proposal.

If the child in need of support participates in ECEC services of more than one ECEC service organiser[106], the support must be planned, delivered, and assessed in cooperation[107].

Assessing the need for support, providing support, and developing the operational culture and methods are the responsibility of the entire personnel as indicated by their training, job descriptions and responsibilities.

The head of early education centre is responsible for providing high-quality support in ECEC, its delivery, and the personnel's up-to-date competence in a manner that meets the children's needs[108]. The head ensures that the personnel plan the support for the child as part of child's ECEC plan. The planned support is reviewed in the light of the child's needs, at least once a year.

The child has the right to the services and instruction provided by special education teacher (ECEC) if their need for support so requires. The special education teacher participates in planning and assessing the child's need for support, support measures and their implementation if necessary. The special education teacher may provide support as instruction for individual children and/or child groups[109]. The support may be regular, part time or full time. It may be delivered by means of team teaching or co-teaching with the teacher of the child's group. The expertise of the special education teacher is also drawn on when consulting personnel and guardians[110]. A person qualified as teacher (ECEC) or special education teacher (ECEC) is responsible for planning the support to be recorded in the child's ECEC plan and for assessing its delivery.

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[103] Section 15d of the Act on Early Childhood Education and Care
[104] Section 15c of the Act on Early Childhood Education and Care
[105] Section 15e of the Act on Early Childhood Education and Care
[106] Municipality, joint municipal authority or private service provider, see Chapter 1.1
[107] Section 15b of the Act on Early Childhood Education and Care
[108] Section 31 of the Act on Early Childhood Education and Care
[109] Section 15c of the Act on Early Childhood Education and Care
[110] Section 15d of the Act on Early Childhood Education and Care

A family daycare provider is responsible for delivering support for children in their group. The support may be planned and assessed together with a teacher (ECEC) and/or special education teacher (ECEC)[111]. When the child's best interest so requires, moving the child to an early education centre to enable him or her to access the support he or she needs may be discussed with the guardian.

Child or group specific assistants[112], whose task is to support the child or children in the group as well as to enable their participation in activities, may work in ECEC. This may also mean that the assistant helps other children while the teacher (ECEC) works with the child in need of support and introduces pedagogical contents associated with the child's individual objectives to the interactive situation.

5.2 Cooperation while support is being provided

Early childhood education and care is provided in cooperation, ensuring that each child receives education, instruction and care as required by child's stage of development and needs as well as gets the support needed[113]. Effective local cooperation structures and the development of communal operating methods are needed to provide support for the child.

Cooperation with the child and the guardian

The starting point for providing early and adequate support is sharing information about the child and the child's needs between the guardian and ECEC personnel. The child's right to support, the key principles of organising support, the support provided for the child and the forms of delivering the support are discussed with the guardian. The child participates in the cooperation in a way that is appropriate and suitable for the child's age and development. The child is heard, and the child's opinions are taken into account.[114]

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The personnel contact the guardian directly as developmental or learning problems appear or when there are concerns over the child's well-being. The guardian is provided with information on the handling of issues regarding the child and the provision, transfer, and confidentiality of information[115]. If necessary, an interpreter is used in these discussions. The goals of delivering support for the child can be optimally accomplished when all parties work together.

[111] Section 15c of the Act on Early Childhood Education and Care
[112] Sections 35 and 38 of the Act on Early Childhood Education and Care
[113] Section 15a of the Act on Early Childhood Education and Care
[114] Section 15d(4) of the Act on Early Childhood Education and Care
[115] Sections 40–41 of the Act on Early Childhood Education and Care

The child may also receive support through other services for children and families. It is important that the local services for children and families form an appropriate entity for providing support for the child.[116]

Cross-sectoral cooperation

The best interests of the child as the primary consideration shall guide the cross-sectoral cooperation. Collaboration practices and principles must be determined with the child health clinic, child protection services, educational advice centre, family counselling centre and other services of the municipal social administration for situations where the child's issues are discussed or intervention by the authorities is required. The cross-sectoral cooperation is primarily implemented with the guardian's consent. Provisions on confidentiality and exchange of information must be complied with in the cooperation[117].

ECEC is also provided within the scope of specialised medical care. Cooperation between ECEC services and a hospital or other similar institution ensure the continuity of the child's ECEC as indicated by the child's condition and ability to cope. Particular attention is paid to maintaining the child's safe interpersonal relationships.

A child may need extended compulsory education due to a severe disability or illness[118]. Decisions on beginning extended compulsory education are mainly made before the compulsory education starts. The child's guardian must be provided with timely information on matters related to the implementation of extended compulsory education. Decisions on and alternative ways of implementing extended compulsory education are specified in the national core curriculum for pre-primary education[119].

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5.3 Implementation of support in early childhood education and care

Participation in early childhood education and care lays a good foundation for the child's development, learning and well-being. Difficulties are prevented by pedagogical arrangements and different working approaches. These include systematic differentiation of activities, flexible changes of groups and shaping of learning environments. Clear daily routines and rhythm of daily activities support all children. If high-quality pedagogy does not meet the child's individual needs, a suitable level[120] and forms[121] of support are determined following the principles that guide support provision. The forms of support in ECEC refer to the pedagogical, structural, and care-

[116] Section 7 of the Act on Early Childhood Education and Care and HE 40/2018 pp. 87–88
[117] Sections 40–42 of the Act on Early Childhood Education and Care
[118] Section 2(3) of the Act on Compulsory Education (1214/2020)
[119] The National Core Curriculum for Pre-primary Education 2014, Chapter 5.5 Special Support
[120] Section 15a of the Act on Early Childhood Education and Care
[121] Section 15b of the Act on Early Childhood Education and Care

related support measures needed by the child. The initiative for stepping up the support provided for the child may come from the personnel of the child's group, the guardian, or other experts.

The child has the right to receive support at an appropriate level as soon as the need for support has been identified. No medical diagnosis or other opinion issued by the health care or social welfare services is needed in order for the child to access support. The child also has the right to support services and aids as indicated by child's need for support[122]. The ECEC service organiser is responsible for the support measures and aids that the child needs in order to participate in ECEC. They include

- arrangements related to mobility and other physical activities, including wheelchair ramps and handrails; or
- aids related to communication, vision, hearing, mobility, or the child's other physical need, including toys that support communication, digital applications, games, or audio books.

The levels of support used in ECEC are general support, intensified support, and special support. The child may move flexibly from one level of support to another, and the level of support needed is always assessed on a case-by-case basis. Having first received support at a lower level is not a precondition for receiving intensified or special support. A child receiving intensified or special support must be taken into account in the staffing ratio of the early education centre and family daycare[123].

General support

A child participating in ECEC has the right to receive, as part of basic ECEC activities, the general support required by the child's individual development, learning or well-being as soon as the need for support becomes apparent. General support is delivered in the child's own group.

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General support is the first response to a child's need for support. General support consists of individual forms of support, including individual pedagogical solutions and support measures through which the situation can be responded to as early as possible. The support received by the child is of shorter duration and/or of lower intensity compared to intensified and special support. For example, the child's individual support needs are met by using suitable materials, equipment, curricula, or part-time support provided by a special education teacher.

An administrative decision is not needed to provide general support, which is always provided when the need for it arises. General support is organised in cooperation between a teacher (ECEC) and other personnel. An administrative decision is made on any support services, including interpretation and assistance services and aids[124].

[122] Section 15c of the Act on Early Childhood Education and Care
[123] Sections 35 and 38 of the Act on Early Childhood Education and Care
[124] Section 15c of the Act on Early Childhood Education and Care

Intensified support

When general support is not adequate, the child must be provided with individually and communally planned intensified support in ECEC. This form of support is more individual and of a higher intensity than general support. Support is provided for a shorter or longer period of time as required by the child's individual needs, and its provision starts as soon as the need for support emerges. Intensified support is provided for as long as the child needs it.

The support for the child is enhanced through planning the support and increasing or intensifying its delivery methods. It consists of several forms of support delivered regularly and simultaneously. Intensified support provided at the right time may prevent the child from developing more complex support needs later.

Any later diagnosis received by the child or initiation of rehabilitation may not be used as a precondition for receiving support[125]. An administrative decision is made on providing intensified support[126].

Special support

When general or intensified support is not adequate, the child must be provided with individually planned special support in ECEC. Special support may be provided because of a disability, illness, delayed development, or other need for support for a child's learning and development that significantly reduces the child's functional capacity. Special support is the most intensive level of support provided in ECEC. If the child's need for support so requires, the provision of support can be started directly at the level of special support.

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The child has the right to receive special support as soon as the need for it arises. Special support consists of several forms of support and support services, and it is continuous and full time. An administrative decision is made on providing special support[127].

Forms of support

The different support forms are used at all levels of support as required by the child's needs[128]. Different forms of support can be delivered simultaneously as part of basic ECEC activities as soon as the need for support emerges. The working methods and ECEC learning environments are adjusted to meet the child's individual needs. The support measures are planned pedagogically, ensuring that the child's participation and right to learn and act as part of the peer group are realised in keeping with the child's best interests. The support for the child may include **pedagogical, structural,** and **care-related** forms.

[125] HE 148/2021 vp, p. 32
[126] Section 15e of the Act on Early Childhood Education and Care
[127] Section 15e of the Act on Early Childhood Education and Care
[128] Section 15b of the Act on Early Childhood Education and Care

Support for the child is organised as part of the daily activities of ECEC. When determining the size of the child group, children's best interests and support needs as well as the possibility of achieving the goals set for ECEC in the group are taken into consideration.

The **forms of pedagogical support** include setting up recurring activities and clear and predictable daily routines for the child. The support for the child includes sensitive and accessible interaction and communication methods. They may include communication methods that replace speech, including signs, images, or different technological solutions. In order to respond to the child's needs, the ECEC personnel must use common and consistent pedagogical and special pedagogical working methods and techniques. Pedagogical support forms also include the planning, observation, documentation, and evaluation of ECEC activities.

Special pedagogical methods based on the child's individual needs can be planned, applied, and implemented as joint activities with one child, in a small group or with the entire group of children. In keeping with the inclusive underlying values of ECEC, the planning and delivery of pedagogical support should primarily be based on operating methods in which the support needed by the child is provided in child's peer group.

The **forms of structural support** include building the skills and special pedagogy competence of the personnel related to observing the child's need for support and delivering the support. Structural forms of support also include reducing the number of children in the group as well as finding solutions related to the staffing ratio and/or structure and adjusting them to the child's need for support[129]. For example, the personnel structure of the group can be strengthened with a special education teacher (ECEC). By reducing the number of children, the staffing ratio can be altered, making it possible to deliver support for the child as planned and to achieve the objectives set for ECEC in the group. In addition, structural forms of support needed by the child may include the interpretation and assistance services required for participation in ECEC, the use of aids, paying attention to accessibility, and a small or special group.

Care-related forms of support refer to methods and practices that respond to the child's needs for care, attention, and assistance. The child's health care needs are addressed as part of the care-related forms of support, including assistance needs and aids related to the treatment, medication, diet, and physical activity associated with the child's chronic illnesses. ECEC personnel work together with social welfare and health care specialists, for example with regard to guidance and consultation for ECEC personnel.

The possibility of delivering the child's medical care or treatment as part of the child group's basic activities is always assessed case by case at ECEC. Each child's overall situation is assessed. Rather than depending on the level of support referred to in the Act on Early Childhood Education and Care, the child's medical care or treatment are provided as required by the child's needs.

[129] Sections 35(2) and 38(2) of the Act on Early Childhood Education and Care

The pedagogical, structural, and care-related practices of the support must be in keeping with the child's best interest and needs for support, and local and case-specific consideration is applied to them. For example, when planning the use of the child's aids or assistance provided for the child, these support measures should primarily be arranged ensuring that the child remains part of a peer group and joins the rest of the child group in the same facilities and situations.

5.4 Evaluating support provided for a child

The support provided for a child is evaluated at all levels of support in early childhood education and care[130]. The child's need for support as well as the adequacy and realisation of support are evaluated as necessary, however at least once a year, for example as the child's ECEC plan is reviewed or the need for support or the learning environment changes. The process for assessing the child's need for support may be triggered by observations made by ECEC personnel. The initiative may also come from the guardian, the child health clinic or social welfare and health care personnel.

When examining the delivery of support as a whole, the optimal solutions for promoting the child's best interests are always determined for each child. The child's need for support, support measures and their delivery are assessed together with the guardian, and the child's opinion and wishes are taken into account[131].

A special education teacher (ECEC) participates in assessing the child's support as necessary. The social welfare and health care authorities participate in producing the assessment on request by the ECEC service organiser if pedagogical expertise other than that held by the ECEC personnel is also required to assess the child's need for support and to justify support solutions.

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5.5 Child's early childhood education and care plan during the provision of support

The support needed by the child, or the support forms and levels and their implementation as well as the responsibilities and division of duties related to them are included in the child's early childhood education and care plan[132]. A person qualified as a teacher (ECEC) and/or special education teacher (ECEC) is in charge of preparing and assessing this document in collaboration with other personnel and the child's guardian. The personnel's task is to support the guardian's and the child's participation in preparing and assessing the plan. The aim is to achieve mutual understanding between the pre-primary education unit, the child, and the guardian. The child's opinion is heard and taken into account in preparing and evaluating the plan (Chapter 1.3).

[130] Sections 15a and d of the Act on Early Childhood Education and Care
[131] Sections 15d and 20 of the Act on Early Childhood Education and Care
[132] Sections 15d and 23 of the Act on Early Childhood Education and Care

The need for and delivery of support are assessed, and the plan is reviewed as necessary at least once a year or as the child's need for support changes[133]. The achievement of the activities' objectives is recorded, and the objectives are modified to meet the child's changing need for support. The plan must indicate if support is no longer needed and if the measures have been discontinued. The need for support is always assessed when the child begins pre-primary education. Regulations on support for the growth and learning of children participating in pre-primary education are given in the National core curriculum for pre-primary education. With regard to ECEC that complements pre-primary education, any support must be coordinated with the support provided in pre-primary education and recorded in the child's ECEC plan.

Before the provision of intensified or special support is initiated, an assessment of any previous support measures and their effectiveness is recorded in the child's ECEC plan. This assessment includes a description of the support measures, an assessment of how effective they have been and how they should be developed, and justifications for the types of support measures that the child benefits from and that optimally promote the individual child's best interests.[134]

The child's ECEC plan can be used when making an administrative decision on the provision of intensified or special support or support services[135]. If the child's need for support has been assessed in the individual ECEC plan, this assessment must be taken into account when issuing an administrative decision on intensified or special support or a decision on support services. The child's ECEC plan is updated in keeping with the content of the administrative decision.

In addition to what is stated in Chapter 1.3, when a child receives support in ECEC, child's ECEC plan should include the following:

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Forms of pedagogical support

- solutions related to the structure and daily routines of the child's day in ECEC
- solutions related to learning environments
- the required special pedagogical methods
- interaction and communication methods, including the use of signs and images
- practices that enable the child to participate in the activities of the peer group, including addressing accessibility.

Forms of structural support

- building the personnel's skills in delivering support and competence in special pedagogy
- solutions related to the staffing ratio and structure
- solutions related to the size and structure of the child group
- interpretation and assistance services and the use of special aids

[133] Sections 15d and 23 of the Act on Early Childhood Education and Care
[134] HE 148/2021 vp, p. 34
[135] Section 15e of the Act on Early Childhood Education and Care

- a small or special group or other group form as required
- part-time or full-time teaching provided by or in consultation with a special education teacher (ECEC).

Care-related forms of support

- methods related to basic care, attention, and assistance
- health care needs, including assistance and aids related to the treatment, medication, diet, and physical activity associated with the child's chronic illnesses

Cooperation and services required for the support

- cooperation with the child and the guardian
- responsibilities for implementing the support provided for the child
- use of specialist services
- guidance and consultation provided by social welfare and health care professionals
- arrangements and responsibilities for possible transport.

Evaluation of the effectiveness of the support

- monitoring the need for and the adequacy and delivery of support
- evaluation of the impacts of the support measures, conclusions and measures based on the evaluation, and the intervals between evaluations.

In addition, any social welfare and health care services, including rehabilitation received by the child, are recorded in the child's ECEC plan if this is essential for organising the child's ECEC [136].

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5.6 Decision on intensified and special support and support services

The ECEC service organiser shall, without delay, make an administrative decision on intensified or special support based on an assessment of the child's need for support[137]. The administrative decision procedure laid down in the Administrative Procedure Act should be followed. Before making a decision, the ECEC service organiser must consult the child's guardian or other legal representative[138]. A guardian may also apply for intensified or special support for the child[139]. The administrative decision is made by the municipality responsible for organising ECEC services, and the decision is valid until further notice. Appeal instructions must be attached to it, as the guardian may request a review of an administrative decision[140]. The reasons for the decision shall

[136] HE 148/2021 vp, p. 35
[137] Section 15e of the Act on Early Childhood Education and Care
[138] Section 34 of the Administrative Procedure Act
[139] HE 148/2021 vp, p. 35
[140] Section 62 of the Act on Early Childhood Education and Care

always be supplied[141]. The administrative decision is amended or repealed if the child's need for support changes[142].

A decision on intensified and special support states and determines the following:

- forms of support
- the ECEC unit where support is provided
- support services[143].

If no decision on intensified or special support is made for the child, a separate administrative decision is made on the support services. The decision states and determines the following:

- support services[144].

An administrative decision concerning a child attending private ECEC that falls within the scope of the Act on Early Childhood Education and Care is made, on the service provider's proposal, by the municipality where the ECEC unit is located[145]. When a child attends ECEC provided as an outsourced service, the administrative decision is made by the municipality responsible for organising ECEC services. If ECEC services are paid for by a service voucher issued by a municipality, the administrative decision is also made by this municipality.[146]

ECEC may be provided for a child by more than one ECEC service organiser. If a child participates in ECEC organised by two different municipalities, for example when the child's guardians are separated, each municipality makes its own administrative decision. In this case, ECEC service organisers have the duty to work together on the planning, delivery, and assessment of support, promoting the child's best interests. A separate administrative decision is made by each actor.

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An administrative decision on intensified or special support or support services must be implemented immediately. The decision may be implemented before it is final. Implementation before the decision is final is essential in terms of legal protection. An administrative decision cannot contain decisions concerning the child's social welfare and health care services, including medical rehabilitation aids, or services and support measures provided under the Act on Disability Services and Assistance.

The child's need for support and the adequacy and delivery of support are reviewed as necessary (see Chapter 5.4). The administrative decision is amended or repealed if the child's need for support changes in connection with a review or other assessment of the child's ECEC plan.

[141] Sections 34, 45(1) and 47 of the Administrative Procedure Act and section 15a of the Act on Early Childhood Education and Care
[142] HE 148/2021 vp, p. 36
[143] HE 148/2021 vp, p. 34
[144] Sections 15c and e of the Act on Early Childhood Education and Care
[145] Section 15e of the Act on early childhood education and care
[146] HE 148/2021 vp, p. 30

5.7 Issues subject to local decisions

The local curriculum for early childhood education and care determines and describes the practices for providing support in centre-based and family-based ECEC.

The local curriculum shall describe

- local principles and practices that guide the organisation of support for a child
- practices and responsibilities related to assessing the child's need for support
- delivery of support in ECEC: pedagogical, structural, and care-related forms of support
- complementing a child's ECEC plan from the perspective of support as described in Chapter 5.5, local responsibilities and practices related to drawing up and assessing the plan
- the practices of cooperation with children and guardians while support is being provided
- cross-sectoral cooperation and division of responsibilities and duties between various actors in the organisation of support, and monitoring and evaluating the effectiveness of support
- activities related to transitions and practices connected to transfer of information while the child attends ECEC and when child transitions to pre-primary education
- procedures related to administrative decisions on intensified and special support and support services (hearing the guardian and the child as well as drawing up, amending, and repealing the decision).

General support

- arrangements for the provision of general support in practice
- cooperation and division of responsibilities and labour between various actors
- cooperation with the guardian and the child
- practices and cooperation with the child and the guardian when preparing the child's ECEC plan and organising general support.

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Intensified support

- practical arrangements for the organisation of intensified support
- operating methods in the initiation, implementation, and discontinuation of the child's intensified support
- practices related to the preparation, assessment, and reviews of the child’s ECEC plan
- cooperation and division of responsibilities and labour between various actors in the preparation of the child’s ECEC plan, organisation of intensified support, and monitoring and evaluating the effectiveness of support
- procedures concerning the use of potential expert statements
- practices and cooperation with the child and the guardian when preparing the child's ECEC plan and organising intensified support.

Special support

- the organisation of special support in practice
- cooperation and division of responsibilities and labour between various actors in the preparation of the child's ECEC plan, organisation of special support, and monitoring and evaluating the effectiveness of support
- procedures concerning the use of potential expert statements
- procedures and cooperation with the child and the guardian in the preparation of the child's ECEC plan, organisation of special support, and monitoring and evaluating the effectiveness of support
- for children within the scope of extended compulsory education, referring the child to extended compulsory education and multidisciplinary cooperation in this process
- cooperation with other ECEC and pre-primary education and other cooperation, division of responsibilities and labour between the various actors
- cooperation with the guardian and the child
- practices used when a decision is made to discontinue special support or to replace it with general support.

Forms of support laid down in the Act on Early Childhood Education and Care

- arrangements for the provision of support in practice
- cooperation and division of responsibilities and labour between various actors
- operating methods related to informing guardians and children and to the cooperation with them.

The administrative practices related to interpretation and assistance services and special aids are specified in the local curriculum as decided by the ECEC service organiser.

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6. Early childhood education and care based on an alternative pedagogy or a particular worldview

The goals and operating principles set for early childhood education and care in legislation, agreements and this core curriculum are complied with in all ECEC. These goals and operating principles also apply to ECEC based on an alternative pedagogy or a particular worldview.

The ECEC service organiser may provide an ECEC service that is based on an alternative pedagogy or a particular worldview. Examples of these services include the Steiner, Montessori, Freinet and Reggio Emilia pedagogies or ECEC services based on specific worldviews.

When a guardian selects an ECEC service based on an alternative pedagogy or a particular worldview, it must be ascertained that the guardian is provided with sufficient information about the special objectives and values of the activities.

6.1 Issues subject to local decisions

A local curriculum for early childhood education and care based on an alternative pedagogy or a particular worldview can be idiosyncratic, but it shall not be inconsistent with the legislation on ECEC or this core curriculum.

In addition to what has previously been prescribed in the core curriculum document, the ECEC service organiser shall decide and describe in the curriculum

- what the views of the alternative pedagogy or particular worldview complementing the underlying values, pedagogical principles and solutions of ECEC are
- how these views are manifest in the operational culture, working approaches and pedagogical activities of ECEC.

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7. Evaluation and development of operations in early childhood education and care

The purpose of the evaluation of operations is to support the implementation of the Act on Early Childhood Education and Care and development of ECEC. Pursuant to the Act on Early Childhood Education and Care, the ECEC service organiser shall evaluate the ECEC it provides and take part in external evaluations of its operations[147]. The operations of ECEC must be systematically and regularly evaluated. Systematic evaluation requires the ECEC provider to have a functional evaluation system. This evaluation helps promote the quality of ECEC, recognise the strengths of the activities, and highlight development needs and improve the activities.

7.1 Evaluation and development of pedagogical activities

The purpose of the evaluation of pedagogical activities is to develop the quality of early childhood education and care and to improve conditions for children's development and learning[148]. The monitoring, regular evaluation, and development of the local curriculum for early childhood education and a child's ECEC plan are part of this duty. ECEC operations are evaluated and developed at national level as well as from the perspectives of education and care providers, units, and individuals.

At the national level, the purpose of the evaluation is to support ECEC service organisers in matters concerning evaluation and quality management. National level evaluations serve the development of ECEC at the local, regional, and national levels[149]. The evaluation information may be also utilised in international comparisons.

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The ECEC service organiser regularly monitors and evaluates the curricula for early childhood education and care and their implementation in the different forms of ECEC services. The ECEC service organiser decides on the practices used in the evaluation at the education and care provider and unit level. It is important that local decision-makers, guardians and ECEC personnel have current information about the implementation and quality of ECEC. Key evaluation results must be published[150]. Evaluation at the education and care provider and unit level is an essential part of the management and development of ECEC at the local level. Children and their guardians shall be provided with an opportunity to participate in evaluating ECEC regularly[151].

[147] Section 24 of the Act on Early Childhood Education and Care
[148] Section 24 of the Act on Early Childhood Education and Care
[149] Section 1 of the Act on the Finnish Education Evaluation Centre (1295/2013)
[150] Section 24 of the Act on Early Childhood Education and Care
[151] Section 20 of the Act on Early Childhood Education and Care

The personnel's goal-oriented and systematic self-assessment is essential for maintaining and developing the quality of ECEC. The targets of assessment may include interaction between the personnel and children, atmosphere in the group, pedagogical working approaches, contents of activities or learning environments. The implementation of support for the child (Chapter 5) is a key object of assessment.

Assessment at the level of individuals means the evaluation of the implementation of children's individual ECEC plans. It is important to always evaluate the implementation of the child's ECEC plan before revising it or preparing a new plan. In the context of the evaluation, the child, guardian, and personnel consider for their part how the jointly formulated goals of and agreements on the activities have been taken into account and how these have been accomplished in the ECEC activities. Evaluating the support provided for the child is included in the child's ECEC plan. This evaluation duty is described in more detail in Chapter 5.

The issues subject to local decisions included at the end of each chapter of the national core curriculum for ECEC steer the preparation of the local curriculum for ECEC as well as its planning and implementation. The ECEC service organiser revises the local curriculum and improves its quality and functionality. In addition, local needs and outcomes of development work guide the evaluation.

7.2 Issues subject to local decisions

The principles and practices of evaluation in early childhood education and care described in the core curriculum shall be specified in the local curriculum. The local curriculum shall also include decisions on and descriptions of how

- implementation of the national core curriculum for ECEC is systematically monitored, evaluated, and developed in the different forms of ECEC services
- the implementation of support for the child is monitored, assessed, and systematically developed at early education centres and in family daycare
- feedback is collected from children, guardians and other partners and utilised in maintaining and improving quality
- the information obtained through the evaluation is utilised in the management and development of ECEC services
- the key results of evaluation are published.

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From: [redacted]
To: StateBoard Public Email
Subject: Public Comment
Date: Sunday, September 27, 2026 12:07:58 PM

[You don't often get email from [redacted]. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

I have been substituting in an Oregon School District located in the Willamette Valley for the past 9 years. I have only been substituting this year for about 6 weeks. I have seen unbelievable student behavior that concerns me a great deal since the beginning of THIS year. I have been verbally abused and my fellow teachers have been physically abused…to the point that is known in the law as "assault". Some examples: A pregnant teacher was punched in the stomach, another was head butted, another was bitten and two were hit by kindergarten students! I have also been told that I am not allowed to remove a student from the classroom if their behavior becomes unmanageable due to ODE's order of inclusion. I feel that the students own behavior caused the exclusion from the classroom. In the elementary school (K-3), I am seeing students climbing on 5' - 7' walls with adults walking next to them but not telling them to get down because they tell me they are not allowed to touch the student. Not only is this unacceptable but it it also very dangerous for the student. I was substituting this past week and I had a student run into my classroom, run the entire perimeter of the room and run into the next classroom through a connecting office. There were three adults following this student but allowing this behavior to continue. This behavior interrupted the education of the 23 students I had in my classroom. I feel that the pendulum has swung in the worst possible position for teachers and students in our public schools. Either districts are not understanding the laws or the laws are creating young students that are allowed to behave any way that they choose.
I am gravely concerned about the success of public schools if this pattern continues. Student enrollment is declining and parents that can afford to send their children to a private school are doing so. The district I work in has seen a reduction in student enrollment in just the past two years. I'm hearing teachers tell me they "hate their jobs". We are not doing what is best for Oregon's students or Oregon public schools.

From: [redacted]
To: StateBoard Public Email
Subject: Please Help Protect Sellwood Middle School and Middle-School Students
Date: Wednesday, October 7, 2026 8:28:59 AM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Hello,

I am a constituent in Sellwood-Moreland, and I am reaching out because Portland Public Schools is considering closing Sellwood Middle School as part of its rightsizing process. I have written to PPS and members of the School Board, but after sitting with this for several days, I feel there is a much larger issue that needs attention from leaders outside the district as well.

Middle school is an extraordinarily vulnerable developmental period, and I do not believe closing established middle schools should be treated the same way as reorganizing elementary-school boundaries.

These children are entering adolescence while navigating enormous social, emotional, and academic changes. Many are also living with ADHD, anxiety, autism, learning differences, or special education needs. Stability, routine, familiar peers, independence, and a sense of belonging can be critically important during these years.

Our own child has significant anxiety and ADHD. For the past five years, we have helped him prepare for and become excited about attending Sellwood Middle School. He walks past it regularly. It is one block from our home. He knows that is where he is supposed to go next, and that predictability has mattered enormously to him.

My family did not arrive in this neighborhood casually. We stretched ourselves financially as far as we could to purchase a fixer-upper here. We spent the first several years repairing and rebuilding parts of that house to make it our home because we believed in this community and in the schools our children were zoned to attend. Having our neighborhood middle school within walking distance was a major part of that decision.

Now, after years of building that sense of security for our child, we are being told that the school may simply disappear.

For a child with substantial anxiety, that is not a minor logistical inconvenience. Losing the school he has spent years preparing for, potentially being separated from established friends, traveling much farther from home, entering an unfamiliar school community, and then potentially having those peer groups divided again for high school could be profoundly destabilizing.

This generation of children has also already experienced extraordinary educational disruption. Many began their earliest school years during the pandemic—with masking, distancing, altered classrooms, outdoor lunches, disrupted activities and friendships, and enormous uncertainty. As they now approach adolescence, I cannot understand why we would intentionally introduce another major disruption if reasonable alternatives exist.

What makes this particularly difficult to accept is that Sellwood Middle School is not a failing school. It is a thriving, established neighborhood school supported by a deeply connected community. The question families keep asking is: **Why dismantle something that is working in order to solve problems elsewhere? Why should stabilizing one school require destabilizing another entire group of children and families?**

There is another issue that has received remarkably little discussion: **what happens to these school properties after closure?**

Sellwood Middle School occupies a significant piece of public property in the center of an established residential neighborhood. Families deserve transparency before a closure decision is made. Would the property remain in educational use? Be sold? Redeveloped? Used for housing or other public services? Sit vacant for years?

Those possibilities carry very different consequences for the neighborhood, and yet families are being asked to absorb enormous uncertainty without a clear long-term plan.

For families like ours, this means simultaneously worrying about our child's education and mental well-being, the loss of the school community we deliberately chose, the future use of a major property one block from our home, neighborhood stability, and what this could ultimately mean for the home into which we have invested nearly everything.

It is creating a painful question among families here: **Can we still plan our lives around this community, or do we need to consider leaving because we can no longer rely on the stability we believed we were building for our children?**

I understand that PPS faces difficult enrollment and financial decisions. I am not suggesting that doing nothing is the answer. But I am asking for something very specific:

Please help ensure that the developmental impact of closing a middle school is given substantially greater weight, that alternatives to closing thriving middle schools are fully explored, and that communities receive a transparent plan for the future of school properties before irreversible decisions are made.

Middle school is hard enough. These children deserve stability during one of the most vulnerable transitions of their lives.

I would sincerely appreciate anything your offices can do to ask questions of PPS, elevate these concerns, and ensure that the impact on children and neighborhood communities is not lost in a process dominated by enrollment numbers and building utilization.

Thank you for listening to a family directly affected by these proposals.

Best,
Erin
Sellwood-Moreland, Portland

October 12, 2026

Dear Oregon Board of Education:

Thank you for the opportunity to comment on the first read of the updated Division 22 & Division 24 complaint rules. I am a public school parent who has navigated these rules recently as a Division 22 complainant. My comments are below:

1. **The rules do not include a timeline for resolving Division 22 and 24 complaints. This must be remedied to comply with Senate Bill 141.**

   OAR 581-075-0200(7) states that "The department must issue a final order or notice of compliance as described in subsection (6) of this rule not later than 210 calendar days after the date on which the department gave notice under subsection (4) of this rule…" (emphasis added). However, OAR 581-075-0200(4), which says that ODE will give notice to a district when it begins the investigation of a complaint, does not have a timeline. This means there is no definite timeline for the entire process.

   This lack of a timeline fails to comply with Senate Bill 141, which requires the Board to adopt complaint rules with "timelines for investigating and resolving the complaint" (Section 33(2)). This issue could be remedied by adding a timeline in 581-075-0200(4), such that ODE must initiate the investigation within a certain amount of time after the complaint is filed or accepted.

2. **The rules do not ensure adequate notice to complainants regarding the acceptance of an appeal or the commencement of an investigation.**

   The complaint rules do not require ODE to notify a complainant whether their appeal has been accepted or not. Under the prior rules, which were repealed in October 2024, ODE was required to send a notice of acceptance to the complainant within 14 days if the complaint met the requirements (timeliness, ripeness etc), or otherwise to deny the complaint because it did not meet rule requirements (see former OAR 581-002-0007(2) and (3)). There is an acceptance/denial requirement in the current rules for discrimination, restraint and seclusion, or retaliation complaints, *see* OAR 581-075-0015. However, there is no such requirement for Division 22 and Division 24 complaints.

   A provision for acceptance or denial of Division 22 and 24 complaints within 14 days should be added in OAR 581-075-0205. It is not sufficient to rely on ODE practice. This needs to be a rule requirement to ensure complainants are notified whether their complaint will proceed or not.

   In addition, OAR 581-075-0200(4) states that ODE will give written notice to the district that it is going to conduct an investigation. This notice should be given to both the district and the complainant. As the one alleging the violation and most impacted by the consequences, the complainant should be informed, just like the district, of this step in the process.

Thank you for considering my comments.

Becka Puskas (rlivermore@gmail.com), Oregon public school parent

COMMUNICATING THE BENEFITS OF ARTS EDUCATION

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

COMMUNICATING THE BENEFITS OF ARTS EDUCATION

This resource provides program, school, and district leaders, educators, and community members:

- Information about the benefits of arts education
- Data and research around arts learning
- Examples of the ties between arts programs and educational equity, and
- Communication tools to assist in effective communications and engagement around arts education in Oregon

Shared understanding in Oregon communities around the benefits of arts education is essential to ensuring access for arts learning for Oregon students. Communicating current data and research around arts learning, working towards equity goals through and within arts programs, and applying tools for clear communication about arts education can all lead to a greater understanding and added support for arts education efforts.



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Shining a Light on Arts Programs in Oregon

"Only through the arts — music, poetry, dance, painting, writing — can we really reach each other"

— Leslie Marmon Silko, Ceremony



As educators and students in arts programs likely understand, there are multiple benefits to providing access for students to arts learning opportunities. Students, families, and school staff bring a wide range of beliefs and understanding of the benefits of arts education. In order for arts programs to thrive the school community must nurture a shared understanding of those benefits and utilize the resources and programs available for arts education.

Oregon has a rich landscape of existing arts programs, and it is important to build awareness and foster collaboration and support around existing arts programs and their important work. The Oregon Department of Education's (ODE) 2022 Well-Rounded Access Program Needs Assessment points to a key finding that numerous funding sources and arts-related programs are available to Oregon students; however, "knowledge and awareness of these opportunities may not be widespread among educators, students, or families" (Oregon Department of Education, 2020). A key recommendation from the WRAP Needs Assessment is to bolster communication and messaging around the value of arts education and resources available to support the expansion of arts and STEAM education in Oregon, part of the rationale for creating the Arts Access Toolkit.

SPOTLIGHT ON AN OREGON ARTS PROGRAM CENTERING STUDENT VOICE

Dr. Martin Luther King Jr Elementary School in Portland has established a unique relationship with Portland State University that highlights the benefits of art programs in building school communities. The Dr. Martin Luther King Jr School Museum of Contemporary Art (KSMoCA) is an art museum and social practice art project, integrated inside of and in partnership with the school and Prek-5th grade students, that connects students with authentic, culturally relevant opportunities to express their voices through the arts. Founded in 2014 by Portland State University School of Art + Design professors Lisa Jarrett and Harrell Fletcher, "KSMoCA connects public school students with internationally renowned contemporary artists through collaborative workshops, exhibitions, artists lectures, and site-specific commissions. Students learn through experience about museum practice and careers in the arts by participating as curators, preparators, artists, gallerists, writers, and docents" (Dr. Martin Luther King Jr. School Museum of Contemporary Art, 2023).

The KSMoCA program developed and installed a permanent collection featured on the walls of the school, in conversation with place-based learning installations featuring primary documents and historical photographs about the history of the school. University student mentors work closely with students, engaging in innovative, evolving projects in collaboration with students and school staff. The collaborative nature of this program encourages dialogue around issues that are important to students, giving rise to student ownership and pride in the school community. Learn more about the program on the KSMoCA website.

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Arts Learning Benefits and Opportunities

"When we teach a child to sing or play the flute, we teach her how to listen. When we teach her to draw, we teach her to see. When we teach a child to dance, we teach him about his body and about space, and when he acts on stage, he learns about character and motivation. When we teach a child design, we reveal the geometry of the world. When we teach children about the folk and traditional arts and the great masterpieces of the world, we teach them to celebrate their roots and find their own place in history."

- Jane Alexander, former Director of the National Endowment of the Arts

Education in the arts is closely tied to the development of important academic and life skills, including:


observational and problem-solving skills,


creativity,


communication skills,


collaboration, and


critical thinking skills,


identity development.

Some of the benefits and opportunities that arts learning provide include:

- Emphasizing the natural interconnectedness of learning in all subjects through project-based learning, artistic research, and the design process
- Creating equitable educational opportunities by providing hands-on experiences that open multiple entry points to classroom content for diverse learners
- Providing opportunities for social emotional learning and developing understanding and empathy toward others
- Highlighting meaningful career connected learning opportunities for students
- Opening potential connections for students to learn and share about their identity and culture, as well as windows, mirrors, and sliding glass doors into other cultures and identities, and various ways of knowing 87 and being
- Encouraging deep observation and engaging students' voices and sense of curiosity
- Giving schools and their communities opportunities to gather and celebrate learning around all academic subjects, including the arts
- Cultivating inclusive, dynamic literacies by creating multiple access points for learners to both share their stories and perspectives, and engage in ways that are responsive to their needs and preferences
- Engagement with the arts can facilitate students connecting to others and healing from disruption and trauma

DATA AND RESEARCH AROUND ARTS LEARNING

Research supports the benefits of access to arts learning in schools. Some of these benefits include:

- Increased student measures of creativity, reflection, and artistic skills
- Development of 21st Century Skills and increased civic engagement
- Promoting student engagement and attendance
- Improving family and community engagement
- Increasing student career aspirations
- Developing student writing and argumentation skills
- Promoting positive behavior and belonging in the classroom.

While many schools and districts currently offer or are working toward offering standards-aligned arts programs, we are still on a journey to provide the access promised to all students across Oregon. To learn more about strengths and needs found for arts access across the State of Oregon, explore the Well-Rounded Access Program's Needs Assessment, released in 2022.

Arts Programs as Vehicles for Educational Equity

Art education is a powerful tool for equity, and all learners deserve to have the arts as a part of their well-rounded education. According to both statewide[1] and national[2] research, students who are part of historically marginalized communities are underrepresented [3] in arts course access and enrollment. In a National Endowment for the Arts study, researchers found that students with the most limited access to resources, who engaged in deep arts learning saw better academic outcomes than youth in this group who had less arts access.[4] Additional research shows that students who participate in arts programs may demonstrate increased school engagement, reduced disciplinary infractions, and increased indicators of arts-facilitated empathy. These effects seem to be pronounced in particular for emergent bilingual and talented and gifted students.[5]

"One thing I wish we had more of, was more art classes."

-Student Response, Oregon Department of Education 2022 SEED Survey 88

An arts program can support equity initiatives in a myriad of ways. This could occur through alignment with targeted equity goals to ensure well-rounded opportunities for students and address opportunity gaps[6], center student voices for authentic learning, provide care and connection in the school community, or increase and broaden cross-curricular work on 21st-century skills. This work needs to be done in careful alignment with school or district equity initiatives to ensure equitable access for all students, including each school and district's focal student populations.

1 Oregon Department of Education Well-Rounded Access Program Needs Assessment (2022)
2 Arts Education in America : What the Declines Mean for Arts Participation (2008)
3 Students who are a part of historically marginalized communities found to be underrepresented in arts courses according to data from school year 2018-2019, in the 2022 Well Rounded Access Program Needs Assessment include: Latino/a/x students, students with disabilities, American Indian/Alaska Native students, and Ever English Learners.
4 Catterall et. al (2012)
5 Kisida & Roeder (2019)
6 Barriers that contribute to opportunity gaps in well-rounded learning for historically marginalized students, according to data the 2022 Well Rounded Access Program Needs Assessment include: staff bias and gatekeeping in course scheduling, course scheduling conflicts, cost of courses, location and time of courses, and feeling unsafe or unwelcome in courses

Communication Resources

According to a 2018 poll conducted for Americans for the Arts, nearly all Americans believe students should receive an education in the arts.[7] Arts programs can be a light for schools and districts to engage their community in the joy of learning. Consider what opportunities are available to widely share the work of arts programs, and how students and families can assist in growing awareness of the value of arts education.



FAMILY LETTER

Utilize ODE's Arts Learning Family Letter Template to communicate to families and reinforce learning around arts learning experiences happening in the classroom.

- Access the Arts Learning Family Letter Template

ADDITIONAL RESOURCES FOR COMMUNICATING THE BENEFITS OF ARTS PROGRAMS

These organizations provide research and resources to share with families and community members around the benefits of arts learning.[8]

- Americans for the Arts
- Kennedy Center Education
- Arts Education Partnership (AEP) ArtsEdSearch
- National Endowment for the Arts (NEA)
- Oregon Arts Commission
- State Education Agency Directors of Arts Education (SEADAE)

The Oregon Department of Education's Arts Education Newsletter provides monthly updates around arts education resources, research, and opportunities.

- Sign Up for the Oregon Department of Education Arts Education Newsletter

7 Americans for the Arts (2018)

8 Note: These resources have not been endorsed by ODE, but are being shared as relevant resources for arts education professionals to consider.

This work is funded by the Expanding Access to Well-Rounded Courses Grant, a 5-year, 9.8 million dollar Federal grant that ODE received from the US Department of Education in 2020. The Arts Access Toolkit is a portion of the work of the Well-Rounded Access Program, along with supporting access projects for courses in the arts and STEAM across the state. Over time, the Well-Rounded Access Program team hopes to continue to develop and refine this resource with the collaboration of administrators and educators statewide. If districts or schools have additional resources, examples, or success stories to contribute, please contact the Well-Rounded Access Program team at ODE.WRCoursesGrant@ode.state.or.us.



CRITICAL EVIDENCE

How the **ARTS** Benefit Student Achievement


ARTS

ARTS IN THE SPOTLIGHT

Positive signs of support for the arts in education are visible everywhere. Consider these recent developments:

- In the federal No Child Left Behind Act, also known as NCLB, the arts share equal billing with reading, math, science, and other disciplines as "core academic subjects," which can contribute to improved student learning outcomes.[1]
- Forty-nine states have established content and/or performance standards that outline what students should know and be able to do in one or more art forms; 43 states require schools or districts to provide arts instruction.[2]
- Schools integrating the arts into the curriculum as part of a comprehensive education reform strategy are documenting positive changes in the school environment and improved student performance.[3]
- The American public, by an overwhelming margin, believes the arts are vital to a well-rounded education; more than half rate the importance of arts education a "ten" on a scale of one to ten.[4]

As a nation, we are close to reaching a collective understanding that **all** students benefit from the opportunity to learn about and experience the arts. Study of the arts in its many forms—whether as a stand-alone subject or integrated into the school curriculum—is increasingly accepted as an essential part of achieving success in school, work and life.

Yet, at the same time we celebrate the arts for the value they add to learning and to life, study of the arts is quietly disappearing from our schools. In schools across the country, opportunities for students to participate in high-quality arts instruction and activities are diminishing, the result of shifting priorities and budget cuts. Poor, inner-city and rural schools bear a disproportionate share of the losses. Studies show children from low-income families are less likely to be consistently involved in arts activities or instruction than children from high-income families.[5]

Put simply, our rhetoric is out of sync with the reality. Why is it so important to keep the arts strong in our schools? How does study of the arts contribute to student achievement and success?

About this PUBLICATION

Why is it so important to keep the arts strong in our schools? How does study of the arts contribute to student achievement and success?

Critical Evidence: How the Arts Benefit Student Achievement is designed to answer these and other questions. It describes in nontechnical terms what the research says about how study of the arts contributes to academic achievement and student success. It offers impartial, to-the-point reporting of the multiple benefits associated with students' learning experiences in the arts. In short, it "makes the case for the arts" based on sound educational research.

A primary source for most of the studies cited here is *Critical Links: Learning in the Arts and Student Academic and Social Development*.[6] The Arts Education Partnership (AEP), with financial support from the U.S. Department of Education and the National Endowment for the Arts, commissioned and published *Critical Links* in 2002 to capture the best work being done at the time on the academic and social effects of arts learning experiences. The 62 peer-reviewed studies included in the compendium were identified as strong arts education research that would "make a contribution to the national debate" about effective strategies to improve student achievement and school environments.

The National Assembly of State Arts Agencies (NASAA) and the AEP commissioned *Critical Evidence: How the Arts Benefit Student Achievement* in response to the needs of arts professionals and nonprofessionals alike for accurate and concise information that reflects the current state of knowledge about arts learning and student achievement. This new publication serves as an update to *Eloquent Evidence: Arts at the Core of Learning*, which was published by NASAA, in collaboration with the AEP, the National Endowment for the Arts and the President's Committee on the Arts and the Humanities in October 1995.[7] Ten years after its release, the evidence is even more eloquent, and the need to demonstrate the link between the arts and student achievement has grown more critical.

1 ARTS EDUCATION in the BIG PICTURE

To a large extent, changes in the national education policy environment over the last decade have shaped the landscape for arts learning in the schools today. When *Eloquent Evidence* was published in 1995, *Arts at the Core of Learning* provided an exceptionally apt subtitle. A year earlier, Congress had enacted the Goals 2000: Educate America Act, which identified the arts for the first time in federal policy as a part of the core curriculum. This public acknowledgement of the arts as "core" to education was a meaningful step. In one sense, it came to symbolize what *Eloquent Evidence* later described as "a growing consensus among policy makers and parents that the arts should be an integral part of education."

The federal government through the U.S. Department of Education and the National Endowment for the Arts has maintained a consistent connection with arts education in the public schools over the last 10 years.[8] This has occurred in part through targeted funding for programs—often involving partnerships between schools and community organizations; professional development for teachers and teaching artists; and research and evaluation. The two agencies have cooperated as well in the data collection efforts of the National Center for Education Statistics, which provide important insights into the status and condition of arts education in the country.

The No Child Left Behind Act of 2001 (NCLB) is arguably the most significant federal action to affect arts education, and education generally, in the last decade—if not the last 40 years. This legislation, as with the Goals 2000 law, is an update of the basic federal education law originally enacted in 1965. No Child Left Behind was signed into law in January 2002. It expanded the federal role in education in order "to close the achievement gap between disadvantaged and minority students and their peers."[9]

To comply with the law, states have developed plans to increase student achievement and have set performance goals, which all students are expected to meet by 2013-14 in reading and mathematics. In almost every section of the law, NCLB stresses that decisions about the allocation of federal resources for education should be grounded in "scientifically-based research." The intent, as interpreted by the Department of Education, is to "transform education into an evidence-based field."[10]

What Does THE PUBLIC *Think about Arts Education?*

SOURCE: "New Harris Poll Reveals That 93% of Americans Believe That the Arts Are Vital to Providing a Well-Rounded Education," www.artsusa.org.



A May 2005 Harris Poll on the attitudes of Americans toward arts education, commissioned by Americans for the Arts, revealed strong public support. Among the findings:

93% agree the arts are vital to providing a well-rounded education for children, a 2% increase over 2001.

86% agree an arts education encourages and assists in the improvement of a child's attitudes toward school.

83% believe that arts education helps teach children to communicate effectively with adults and peers.

79% agree incorporating the arts into education is the first step in adding back what's missing in public education today.

54% rated the importance of arts education a "ten" on a scale of one to ten.

79% believe that it's important enough for them to get personally involved in increasing the amount and quality of arts education.

2 NCLB and THE ARTS

No Child Left Behind reaffirms the arts as a "core academic subject" that all schools should teach. It puts the arts on equal footing with the other designated core subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history and geography. And it paves the way for the arts to be recognized both as a serious subject in its own right and as a part of a proven strategy to improve student performance in the other core subjects.

With its many challenges and opportunities, NCLB dominates the state and local education landscape today. What the long-term effects of NCLB will be on funding and support for arts education in the schools remain unclear. So far, the results have been mixed. Schools in some states report the amount of instructional time devoted to reading, writing, math and science has increased, while for the arts it has declined.[11] In other states, NCLB has served as a catalyst for strengthening efforts to raise student achievement and improve school environments through integration of the arts.

What Is the NO CHILD LEFT BEHIND ACT?

The No Child Left Behind Act of 2001, as described by the U.S. Department of Education, is "the most sweeping reform of the Elementary and Secondary Education Act since it was enacted in 1965." With strong bipartisan support from Congress, President George W. Bush signed NCLB into law on January 8, 2002.

At over 1,000 pages of legislation, it is no surprise most Americans are still in the dark about the specifics of NCLB. In 2004, more than two years after it became law, two-thirds of Americans surveyed reported they knew "very little" or "nothing at all" about NCLB, according to a Phi Delta Kappa/Gallup Poll. On average, parents of public school children were slightly better informed and, as a whole, had substantially increased their level of knowledge about the law from the previous year. In 2004, 62% of parents said they knew "very little" or "nothing at all" about NCLB, compared to 78% in 2003.

As outlined by the U.S. Department of Education, NCLB is based on four guiding principles or "pillars":

- Stronger Accountability for Results
- More Freedom for States and Communities
- Encouraging Proven Education Methods
- More Choices for Parents

A primary objective of NCLB is to close achievement gaps between students by bringing all students, regardless of race, ethnicity, gender or income to the "proficient" level on state standardized tests by the 2013–14 school year.

SOURCES: www.nochildleftbehind.gov; Rose, Lowell C. and Alec M. Gallup, *The 36th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools*, 2004.

3 How Study of THE ARTS Contributes to STUDENT ACHIEVEMENT & SUCCESS

A growing body of studies, including those in the research compendium *Critical Links*, presents compelling evidence connecting student learning in the arts to a wide spectrum of academic and social benefits. These studies document the habits of mind, social competencies and personal dispositions inherent to arts learning. Additionally, research has shown that what students learn in the arts may help them to master other subjects, such as reading, math or social studies.

Students who participate in arts learning experiences often improve their achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school.[12]

The concept of *transfer*, in which "learning in one context assists learning in a different context," has intrigued cognitive scientists and education researchers for more than a century.[13] A commonly held view is that all learning experiences involve some degree of transfer both in life and learning outside the school as well as learning within the school. However, the nature and extent of these transfers remain a topic of great research interest. Recent studies suggest the effects of transfer may in fact accrue over time and reveal themselves in multiple ways.

Researchers continue to explore the complex processes involved in learning and the acquisition of knowledge and skills. One promising line of inquiry focuses on how to measure the full range of benefits associated with arts learning. These include efforts to develop a reliable means to assess some of the subtler effects of arts learning that standardized tests fail to capture, such as the motivation to achieve or the ability to think critically.

The SAT and Arts Learning

The relationship between arts learning and the SAT is of considerable interest to anyone concerned with college readiness and admissions issues. The SAT Reasoning Test (formerly known as the SAT I) is the most widely used test offered by the College Board as part of its SAT Program. It assesses students' verbal and math skills and knowledge and is described as a "standardized measure of college readiness."

Many public colleges and universities use SAT scores in admissions. Nearly half of the nation's three million high school graduates in 2005 took the SAT.

Multiple independent studies have shown increased years of enrollment in arts courses are positively correlated with higher SAT verbal and math scores. High school students who take arts classes have higher math and verbal SAT scores than students who take no arts classes.

Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores. This relationship is illustrated in the 2005 results shown below. Notably, students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT.

Arts Course-taking Patterns and SAT Scores, 2005

	VERBAL	MATH
4+ years arts	534	540
4 years	543	541
3 years	514	516
2 years	508	517
1 year	501	515
1/2 year or less	485	502
Average for All SAT Test Takers	508	520

Source: *2005 College-Bound Seniors: Total Group Profile Report*, The College Board, 2005, Table 3-3; *SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association*, Kathryn Vaughn and Ellen Winner (Fall 2000).

4 The ABCs of ARTS LEARNING

The research compendium *Critical Links* contains a diverse collection of studies that examine how arts learning experiences affect the academic achievement and social development of children and youth. It includes summaries of studies conducted in five major art form areas: dance, drama, visual arts, music and multi-arts. As the title implies, the research provides critical evidence linking study of the arts with student achievement and success.

More than 65 distinct relationships between the arts and academic and social outcomes are documented. They include such associations as: visual arts instruction and reading readiness; dramatic enactment and conflict resolution skills; traditional dance and nonverbal reasoning; and learning piano and mathematics proficiency.

Based on these findings, the compendium has identified six major types of benefits associated with study of the arts and student achievement:[14]

1. READING AND LANGUAGE SKILLS
2. MATHEMATICS SKILLS
3. THINKING SKILLS
4. SOCIAL SKILLS
5. MOTIVATION TO LEARN
6. POSITIVE SCHOOL ENVIRONMENT

One convenient way to sum up how study of the arts benefits student achievement is the recognition that learning in the arts is academic, basic and comprehensive. It is as simple as A-B-C.

The ABCs of Arts Learning

The benefits of student learning experiences in the arts are:

I. Academic
- Reading and Language Skills
- Mathematics Skills

II. Basic
- Thinking Skills
- Social Skills
- Motivation to Learn

III. Comprehensive
- Positive School Environment

I. Learning in the Arts Is Academic

Learning experiences in the arts contribute to the development of *academic* skills, including the areas of reading and language development, and mathematics. One method for assessing these outcomes is standardized exams, sometimes referred to as "paper and pencil" tests. While not always deemed the best measure, standardized test results provide arts education researchers with an important data source for conducting studies related to student achievement. Studies in *Critical Links* use various measures of achievement, including the impact shown on such tests.

READING AND LANGUAGE SKILLS

Certain forms of arts instruction enhance and complement basic reading skills, language development and writing skills. For example, dance has been employed to develop reading readiness in very young children, and the study of music has provided a context for teaching language skills.

Literacy is a term that refers to the ability to read and write. A constellation of processes is involved in the development of literacy skills. Children learning to read and write must be able to associate letters, words and phrases with sounds, sentences and meanings.

>

The relationship between drama and the development of literacy skills among young children is well documented. The following examples illustrate how the use of dramatic enactment can make a measurable difference in helping students reach such important curricular goals as story understanding, reading comprehension and topical writing skills:

- One of the most common approaches to teaching reading is to have a teacher read a story to students. The use of drama in the classroom can provide a beneficial supplemental approach. A recent study found that the development of literacy skills among pre-kindergarteners was fostered when the children were allowed to act out their favorite stories. Dramatic play also helped motivate them to learn.[15]
- When students had an opportunity to engage in a dramatic enactment of a story, their overall understanding of the story improved. Researchers in this study found that story comprehension effects were greatest for first graders who were reading below grade level.[16]
- Drama can also be an effective method to develop and improve the quality of children's narrative writing. As a "warm-up" writing exercise, second and third grade students used poetry, games, movement and improvisation to act out their story ideas, which contributed to their improved performance.[17]

MATHEMATICS SKILLS

Certain types of music instruction help develop the capacity for spatial-temporal reasoning, which is integral to the acquisition of important mathematics skills. *Spatial temporal reasoning* refers to the ability to understand the relationship of ideas and objects in space and time.

The association between music and mathematics achievement is an area of great research interest. A recent literature review turned up over 4,000 published and unpublished references on this topic alone. Among the strong body of evidence linking student involvement in music to high school math proficiency are these two large-scale studies:

- An analysis conducted of multiple studies confirms the finding that students who take music classes in high school are more likely to score higher on standardized mathematics tests such as the SAT. One explanation is musical training in rhythm emphasizes proportion, patterns and ratios expressed as mathematical relations.[18]

- Students consistently involved in orchestra or band during their middle and high school years performed better in math at grade 12. The results were even more pronounced when comparing students from low-income families. Those who were involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music.[19]

II. Learning in the Arts Is Basic

Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered *basic* for success in school, work and life. These fundamental skills encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships.

THINKING SKILLS

Thinking skills (sometimes referred to as cognitive skills) is a broad term that refers to the operation of various thought processes. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills and expression are among the thought processes associated with study of the arts.

The relationship between music and spatial-temporal reasoning as it pertains to mathematics skills was discussed earlier. Participation in other arts forms, such as dance or visual arts, also lends itself to the development of thinking skills, as evidenced in these examples, which also ask the question whether such skills transfer to other subjects:

- In an experimental research study of high school age students, those who studied dance scored higher than nondancers on measures of creative thinking, especially in the categories of fluency, originality and abstract thought. Whether dancers can use their original abstract thinking skills in other disciplines is an important area of exploration.[20]
- A group of 162 children, ages 9 and 10, were trained to look closely at works of art and reason about what they saw. The results showed that children's ability to draw inferences about artwork transferred to their reasoning about images in science. In both cases, the critical skill is that of looking closely and reasoning about what is seen.[21]

SOCIAL SKILLS

Certain arts activities promote growth in positive social skills, including self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance. Research evidence demonstrates these benefits apply to all students, not just the gifted and talented. As the studies described below demonstrate, however, the arts can play a key role in developing social competencies among educationally or economically disadvantaged youth, who are at greatest risk of not successfully completing their education:

- A group of boys, ages 8 to 19, living in residential homes and juvenile detention centers for at-risk youth, discovered that learning to play guitar and performing for their peers boosted their confidence and self-esteem. The research suggests the opportunity to perform may be a powerful tool to help youth overcome fears and see that they can succeed.[22]
- Dance also can affect the way juvenile offenders and other disenfranchised youth feel about themselves. One study demonstrated that when a group of 60 such adolescents, ages 13 to 17, participated in jazz and hip hop dance classes twice weekly for 10 weeks, they reported significant gains in confidence, tolerance and persistence related to the dance experience.[23]

MOTIVATION TO LEARN

The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating students at risk of dropping out of high school and for those with special needs, as these studies show:

- Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.[24]
- An ethnographic study of seventh grade boys in special education revealed use of the visual arts helped them become more sophisticated, less reluctant readers. Described as learning disabled, the boys were encouraged to use visual forms of expression to convey their understanding of reading assignments. After a nine-week course of "visualization training," they also took a more active role in reading and began to interpret text rather than passively reading it.[25]

III. Learning in the Arts Is Comprehensive

Learning in the arts is *comprehensive* in the true sense of the word: All three common definitions are applicable. Integration of the arts as a critical component of the school curriculum affords students a *complete* and well-rounded education. The benefits associated with study of the arts are *inclusive* of all students, although they can be greatest for those who are educationally or economically disadvantaged. And, an arts-rich learning environment can have *far-reaching* effects that extend to the entire school and surrounding community.

POSITIVE SCHOOL ENVIRONMENT

The arts help create the kind of learning environment conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance, effective instructional practice and school identity. A glimpse of the benefits is provided below, which is based on extensive evaluations of two well-established and highly regarded programs:

- The Chicago Arts Partnerships in Education (CAPE) public schools brought local artists and teachers into partnerships so that they could develop curricular units in which an art form was integrated with an academic subject. In a comparative study with other Chicago public elementary schools, students from the CAPE schools performed better on standardized tests than the students who attended schools that did not integrate the arts with academics.[26]
- The A+ Schools Program in North Carolina is a comprehensive education reform initiative that integrates the arts. An analysis of its many beneficial effects goes beyond assessment of student outcomes to focus also on teaching and learning processes. The program ranks high on measures of increased teacher collaboration and enhanced partnerships with parents and the community.[27]



5 MOVING FORWARD

The evidence is clear: study of the arts contributes to student achievement and success. Its multiple benefits are academic, basic and comprehensive. What is less clear is how to ensure that all students have the opportunity to learn about and experience the arts in school. Despite convincing research and strong public support, the arts remain on the margins of education, often the last to be added and the first to be dropped in times of strained budgets and shifting priorities.

Action is needed to place the arts front and center on education agendas in both the statehouse and the schoolhouse. And in the current education policy climate, evidence-based action and advocacy are needed to make a compelling case for why the arts matter for all students at all levels of education.

The use of evidence-based research to communicate the benefits of arts education is part of a powerful strategy to keep the arts strong in our nation's schools. Research doesn't hold all the answers to why the arts are important, but it does confirm what most people already know to be true in their hearts and minds: The arts make a significant contribution to helping all students achieve success in school, work and life.

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Where to LEARN MORE

The NATIONAL ASSEMBLY OF STATE ARTS AGENCIES (NASAA) is the membership organization that unites, represents and serves the nation's state and jurisdictional arts agencies. NASAA's mission is to advance and promote a meaningful role for the arts in the lives of individuals, families and communities throughout the United States.

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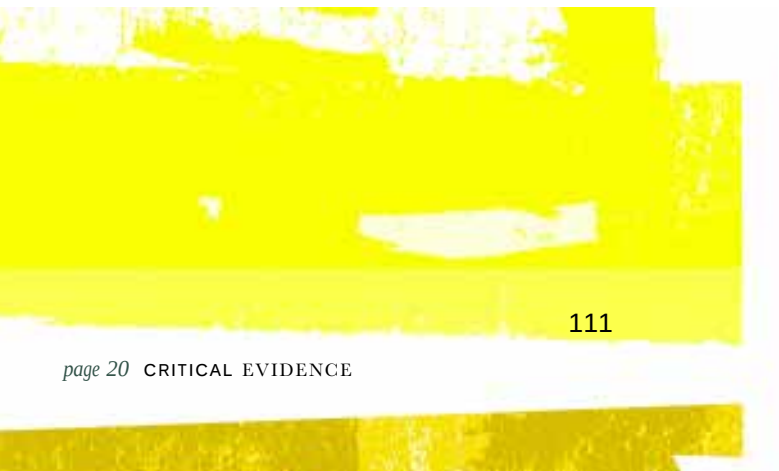





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CRITICAL EVIDENCE

How the **ARTS** Benefit Student Achievement

Written by Sandra S. Ruppert

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ABSTRACT

Two purposes of this compendium are: (1) to recommend to researchers and funders of research promising lines of inquiry and study suggested by recent, strong studies of the academic and social effects of learning in the arts; and (2) to provide designers of arts education curriculum and instruction with insights found in the research that suggest strategies for deepening the arts learning experiences and are required to achieve the academic and social effects. The compendium is divided into six sections: (1) "Dance" (Summaries: Teaching Cognitive Skill through Dance; The Effects of Creative Dance Instruction on Creative and Critical Thinking of Seventh Grade Female Students in Seoul, Korea; Effects of a Movement Poetry Program on Creativity of Children with Behavioral Disorders; Assessment of High School Students' Creative Thinking Skills; The Impact of Whirlwind's Basic Reading through Dance Programs on First Grade Students' Basic Reading Skills; Art and Community; Motor Imagery and Athletic Expertise; Essay: Informing and Reforming Dance Education Research (K. Bradley)); (2) "Drama" (Summaries: Informing and Reforming Dance Education Research; The Effects of Creative Drama on the Social and Oral Language Skills of Children with Learning Disabilities; The Effectiveness of Creative Drama as an Instructional Strategy To Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers; Role of Imaginative Play in Cognitive Development; A Naturalistic Study of the Relationship between Literacy Development and Dramatic Play in Five-Year-Old Children; An Exploration in the Writing of Original Scripts by Inner-City High School Drama Students; A Poetic/Dramatic Approach To Facilitate Oral Communication; Children's Story Comprehension as a Result of Storytelling and Story Dramatization; The Impact of Whirlwind's Reading Comprehension through Drama Program on 4th Grade Students' Reading Skills and Standardized Test Scores; The Effects of Thematic-Fantasy Play Training on the Development of Children's Story

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Comprehension; Symbolic Functioning and Children's Early Writing; Identifying Casual Elements in the Thematic-Fantasy Play Paradigm; The Effect of Dramatic Play on Children's Generation of Cohesive Text; Strengthening Verbal Skills through the Use of Classroom Drama; 'Stand and Unfold Yourself' A Monograph on the Shakespeare and Company Research Study; Nadie Papers No. 1, Drama, Language and Learning. Reports of the Drama and Language Research Project, Speech and Drama Center, Education Department of Tasmania; The Effects of Role Playing on Written Persuasion; 'You Can't Be Grandma: You're a Boy'; The Flight of Reading; Essay: Research on Drama and Theater in Education (J. Catterall)); (3) "Multi-Arts" (Summaries: Using Art Processes To Enhance Academic Self-Regulation; Learning in and through the Arts; Involvement in the Arts and Success in Secondary School; Involvement in the Arts and Human Development; Chicago Arts Partnerships in Education (CAPE); The Role of the Fine and Performing Arts in High School Dropout Prevention; Arts Education in Secondary Schools; Living the Arts through Language and Learning; Do Extracurricular Activities Protect against Early School Dropout?; Does Studying the Arts Engender Creative Thinking?; The Arts and Education Reform; Placing A+ in a National Context; The A+ Schools Program; The Arts in the Basic Curriculum Project; Mute Those Claims; Why the Arts Matter in Education Or Just What Do Children Learn When They Create an Opera?; SAT Scores of Students Who Study the Arts; Essay: Promising Signs of Positive Effects: Lessons from the Multi-Arts Studies (R. Horowitz; J. Webb-Dempsey)); (4) "Music" (Summaries: Effects of an Integrated Reading and Music Instructional Approach on Fifth-Grade Students' Reading Achievement, Reading Attitude, Music Achievement, and Music Attitude; The Effect of Early Music Training on Child Cognitive Development; Can Music Be Used To Teach Reading?; The Effects of Three Years of Piano Instruction on Children's Cognitive Development; Enhanced Learning of Proportional Math through Music Training and Spatial-Temporal Training; The Effects of Background Music on Studying; Learning To Make Music Enhances Spatial Reasoning; Listening to Music Enhances Spatial-Temporal Reasoning; An Investigation of the Effects of Music on Two Emotionally Disturbed Students' Writing Motivations and Writing Skills; The Effects of Musical Performance, Rational Emotive Therapy and Vicarious Experience on the Self-Efficacy and Self-Esteem of Juvenile Delinquents and Disadvantaged Children; The Effect of the Incorporation of Music Learning into the Second-Language Classroom on the Mutual Reinforcement of Music and Language; Music Training Causes Long-Term Enhancement of Preschool Children's Spatial-Temporal Reasoning; Classroom Keyboard Instruction Improves Kindergarten Children's Spatial-Temporal Performance; A Meta-Analysis on the Effects of Music as Reinforcement for Education/Therapy Objectives; Music and Mathematics; Essay: An Overview of Research on Music and Learning (L. Scripp)); (5) "Visual Arts" (Summaries: Instruction in Visual Art; The Arts, Language, and Knowing; Investigating the Educational Impact and Potential of the Museum of Modern Art's Visual Thinking Curriculum; Reading Is Seeing; Essay: Reflections on Visual Arts Education Studies (T. L. Baker)); and (6) "Overview" (Essay: The Arts and the Transfer of Learning (J. S. Catterall)). (BT)

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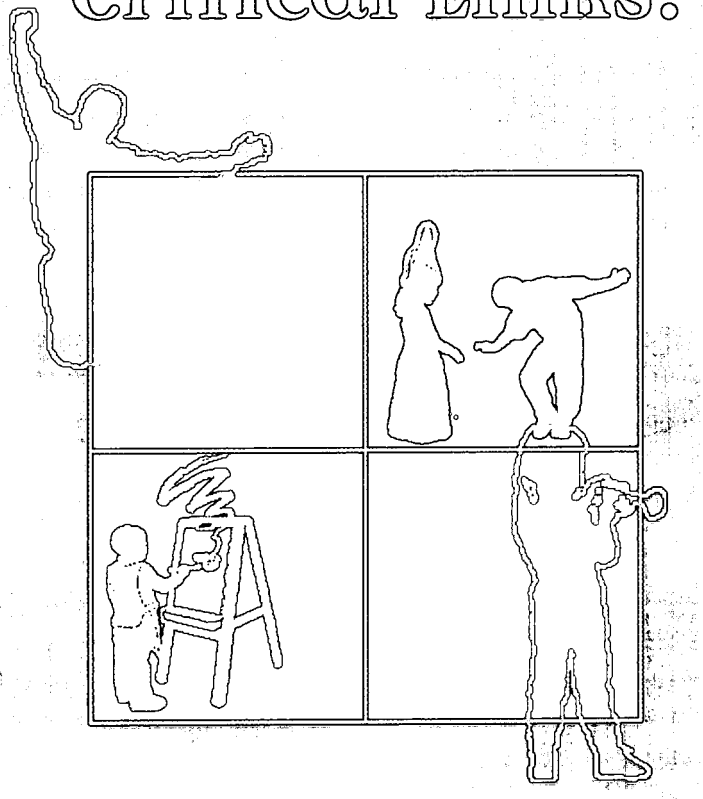

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Edited by Richard J. Deasy

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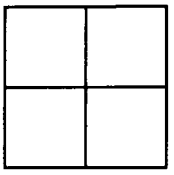


Foreword

In its 1997 report, *Priorities for Arts Education Research*, the Arts Education Partnership's Task Force on Research recommended the creation of this Compendium. The Task Force applauded the National Endowment for the Arts (NEA), in collaboration with the U.S. Department of Education (USED), for commissioning an earlier compendium (*Schools, Communities and the Arts*, published in 1995) and urged that periodic surveys of recent research be regularly produced as a service to researchers, practitioners, and policy-makers. Both the NEA and the USED responded positively to the Task Force recommendation and awarded funding to the Arts Education Partnership (AEP) to commission and publish the next compendium. *Critical Links: Learning in the Arts and Student Academic and Social Development* is the result.

Through a competitive process, AEP commissioned James S. Catterall of the Imagination Group at the University of California at Los Angeles, Lois Hetland of Project Zero at the Harvard Graduate School of Education, and Ellen Winner of Project Zero at the Harvard Graduate School of Education and the Psychology Department at Boston College to assist in the preparation of the document. Their primary tasks were to establish the criteria for the inclusion of studies; examine and select recent research in five art form areas: dance, drama, music, visual arts, and multi-arts; and prepare summaries of the studies, including comments on the contribution of each to the field of arts education and its implications for future research and/or practice.

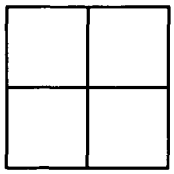
In light of available resources, a decision had to be made about the focus of the studies to be screened for inclusion in this Compendium, namely, to include either studies of the academic and social effects of arts learning experiences or studies focused specifically on the arts learning experiences themselves. The decision, made with the advice of the Compendium Advisors (listed p. i), was to do the former, in part to identify strong arts education research that would make a contribution to the national debate over such issues as how to enable all students to reach high levels of academic achievement, how to improve overall school performance, and how to create the contexts and climates in schools that are most conducive to learning.

Multiple voices are heard in this Compendium. As Catterall, Hetland, and Winner began their work of summarizing the studies they had selected, the decision was made to engage other reviewers in reading the studies and adding their comments. The field of education research admits of multiple methods and perspectives. It was felt important to enrich the Compendium with a variety of viewpoints on the significance of the included studies. Consequently, each study summary includes comments by two reviewers. Initials identify the commentators on each study.

Subsequent to the completion of the summaries, essayists were commissioned to examine the group of summaries in each art form and to give their views on the implications of that collective body of work. These essays appear at the end of each art form section. Because of the centrality to the Compendium of the issue of transfer of learning, James Catterall, with assistance from Terry Baker of the Center for Children and Technology of the Education Development Center, was invited to address the topic in an additional essay in the Compendium.

Compendia attempt to capture the best work being done at a period in time. We believe this volume has done so. We believe it offers a rich look backward and valuable guidance on future directions for arts education research. And it provides important insights into curriculum designs and instructional practices that will enhance the quality and impact of student learning in the arts.

The Arts Education Partnership urges education decision makers to attend to these lessons. And we urge private and public funding agencies to make substantial investments in further research that builds on the studies and essays included in this volume.



Introduction

Themes and Variations: Future Directions for Arts Education Research and Practice

Richard J. Deasy

A purpose of this Compendium is to recommend to researchers and funders of research promising lines of inquiry and study suggested by recent, strong studies of the academic and social effects of learning in the arts. A parallel purpose is to provide designers of arts education curriculum and instruction with insights found in the research that suggest strategies for deepening the arts learning experiences that are required to achieve those effects.

Rob Horowitz and Jaci Webb-Dempsey in their overview essay on multi-arts studies make a comment that is true of the volume as a whole: "The selection . . . is diverse, both in terms of the arts learning experiences the studies describe and the particularities of the research they report." So their advice to the readers of their essay is good guidance to all: treat the Compendium as a body of work to be explored and mined for commonalities as well as particularities, themes and variations. The insights are layered.

Particularities lie in each of the 62 studies and are probed by the summaries and commentaries written by the contributing reviewers. Five essays then trace common threads found in the group of studies within dance, drama, music, visual arts, or multi-arts. A reader will want to do the same.

A reader also will want to set the essays themselves side by side to search for patterns of analysis and argument. For instance, all of the essayists urge that future research define with greater depth, richness, and specificity the nature of the arts learning experience itself and its companion, the arts teaching experience. They agree that the Compendium studies suggest that well-crafted arts experiences produce positive academic and social effects, but they long for more research that reveals the unique and precise aspects of the arts teaching and learning that do so. Curriculum, instruction, and professional development would benefit greatly from such clarifications.

In his essay on "transfer," James Catterall echoes his colleagues in arguing for a more complete approach to the question of how learning in the arts "transfers" to learning and behavior in other academic and social contexts. While "transfer" is often construed to be a one-way effect in which learning in one domain (e.g., music) causes an effect in another (e.g., spatial reasoning), Catterall reflects the sentiment shared by other essayists in urging researchers to adopt and pursue the more plausible and educationally useful view that transfer involves reciprocal processes involving multiple interactions among domains and disciplines. He also embraces the perspective recently espoused by John Bransford and Daniel Schwartz that the effects of these interactions perhaps can be known only over time.[1] Longitudinal studies are more likely to reveal the effects of learning across domains and situations than are single snapshots, however empirical and controlled these latter may be.

The essayists also share the view that research is but one form of "usable knowledge" that decision makers should call on as part of a repertoire that includes information drawn from direct experience validated by successful practice. Horowitz and Webb-Dempsey say: "Administrators and policy-makers can be secure in supporting arts programs based on the evidence presented (in the multi-arts studies)." Others might add: "and use the studies to examine, challenge, or confirm the views they have developed through their daily work in schools and classrooms." Good decisions emerge from the interactions among research, practice, and reflection.

The essayists and the commentators on individual studies find support in the body of work in the Compendium for the role of arts learning in assisting in the development of critical academic skills, basic and advanced literacy and numeracy among them. They also offer suggestions, based on the studies, for restructuring curricula and instructional practices. For instance, Catterall and other commentators powerfully detail the use of drama in the preschool and early grades as a technique for teaching and motivating children to develop higher-order language and literacy skills. Intriguingly, Larry Scripp in his essay and in several commentaries on music studies explores how the skills of learning music relate to comparable skills in language use, both in English and, in a specific study, French. And Karen Bradley, Catterall, and Scripp each discuss studies where linking writing exercises and arts experiences yields deeper and more complex understandings and articulations by students.

1 John Bransford and Daniel Schwartz (2000). Rethinking Transfer: Chapter in Review of Research in Education, Volume 24. Washington DC. American Educational Research Association.

The interrelationships between learning in certain forms of music instruction and the development of cognitive skills such as spatial reasoning appear incontrovertible in light of a number of studies in the Compendium. But once again Scripp in his essay urges researchers and practitioners to probe deeply into the particularities of these relationships and argues strongly for the development of new forms of music instruction that he feels will advance at one and the same time both music and related learning.

Another fruitful line of future inquiry would be to build on the studies and the suggestions of commentators and essayists to clarify the habits of mind, social competencies, and personal dispositions that are inherent to arts learning and to explore the application of these qualities in other realms of learning and life. Horowitz and Webb-Dempsey most directly address this issue in their multi-arts essay, but variations on the theme can be found in all layers of the Compendium. In part this is a matter, they say, of continuing to develop "better and more creative research designs" that probe the complexity of the arts learning experience, and also take into account the contexts in which the learning occurs. More richly textured qualitative studies—comparable to many of those in this Compendium—are the necessary prelude to clarifying the questions and directions for subsequent inquiry, including controlled experimental studies. But at issue as well, and well illustrated in the Compendium commentaries and essays, is the need for a lexicon of descriptive terms that authentically capture the arts learning experience while at that same time suggesting an array of interactions with other realms of learning and life—a lexicon that may blunt the debate between "intrinsic" and "instrumental" arts learning. For instance, individual studies invoke terms such as "theorizing" (developing theories to predict the consequences of actions); "persistence and resilience" (the capacity to sustain focused attention and to surmount distractions, setbacks, or frustration), and "respect for authentic achievement" to describe fundamental aspects of arts learning and art making. Terms such as these prompt us to explore the interrelationships between these abilities and attitudes as they are brought into play or produced in the context of arts learning and in other academic, personal, and social contexts and situations. So the term "theorizing" may comprise a "constellation" of mental processes that are cultivated and strengthened by application in disparate contexts including the arts. The essays urge us to explore that possibility.

Bradley, Catterall, and Baker in their separate essays on dance, drama, and visual arts, also have language on their minds, specifically the lack of consistency of usage within the art forms. Bradley in her essay on the studies of dance argues, "a common language from dance theory is critical to the future rigor and robustness of dance research...The grammar of movement is inherent in dance style and technique," but verbal expressions of this grammar need to be codified and used to undergird both instructional practice and research. Her candidate for a useful model is Laban Movement Analysis. Similarly, Catterall urges researchers and practitioners engaged with drama and theater to agree on a basic set of terms; he offers some potential definitions. Baker tackles the vexing question of how "art" itself should be defined and urges researchers to at least adopt and articulate an operational definition in their studies.

Given their perspective that learning in the arts—and its relationship to other learning—is complex and interactive, the essayists also argue strongly, even passionately, for the development and acceptance of forms of assessing teaching and learning that respect and reveal that complexity. They repeatedly make the point that knowing the full range of effects of arts learning requires assessment instruments that can validly and reliably identify and measure the outcomes of arts instruction. Discerning the impact of that learning in other domains requires instruments other than the currently available tests of reading and math achievement. The argument is not just that these tests are not sensitive to the effects of arts learning, but that they also are not adequate to assess the complexity of language and mathematical learning themselves, which, the essayists contend, are interwoven with the cognitive and affective processes of other domains, including the arts. They urge the development of new forms of assessment in all domains. Current forms, which assess only a limited range of content and skill, may divert curriculum and instruction away from more authentic and enriching learning.

Catterall makes a related argument that the technology of achievement assessment current in education, largely centered on reading and mathematics, also defines the educational research agenda and studies that are published. Among the effects, he argues, is a concentration of studies—in the arts and other domains—on young children in the elementary grades where data from standardized tests are most readily available. A corollary is that researchers and evaluators of the arts feel compelled to use these instruments and data, which have professional standing, to determine the impact of the arts—a severe limitation on arts education research of the kind advocated by the essayists.

With these views and perspectives, the essayists place themselves—and the arts—firmly within current discussions and debates about the education policies and practices that will best bring about school reform and improvement and high achievement for students. They make a strong case for the importance of arts learning. And they urge their colleagues in arts research and education to strengthen their contributions to these discussions by following leads and implications found in this Compendium.

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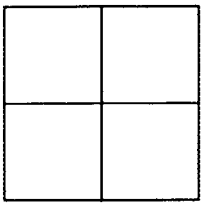

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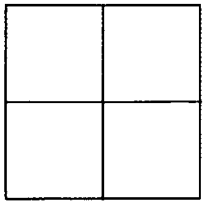

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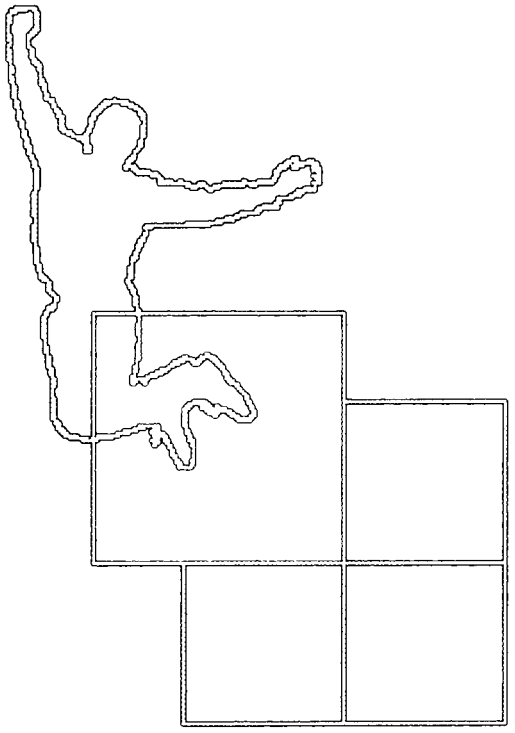

Dance

STUDY NAME: **Teaching Cognitive Skill Through Dance: Evidence for Near but Not Far Transfer**
AUTHORS: Mia Keinanen, Lois Hetland, and Ellen Winner
PUBLISHED: Journal of Aesthetic Education, Fall 2000, 34, (3-4): 295-306

Research Questions

Can dance instruction improve reading?
Can dance instruction improve nonverbal reasoning?

METHODS

The authors claim an exhaustive search of computer databases, references in literature, recommendations from primary researchers, and searches through identified journals resulted in 3,714 potentially relevant studies. From these, the authors selected seven studies that could be examined using their meta-analytical technique. Those selected had quantified outcomes in the area of dance and cognition, used control groups, and were conducted on non-impaired populations. All of the selected studies were unpublished. Eliminated were those studies that were primarily deemed to be articles of advocacy, those articles that were teacher testimonies, studies in which students self-selected for dance, any studies that were deemed co-relational, and those studies whose outcomes were affective or physiological.

A first and second coder read the seven studies, with a resulting 12 percent rate of disagreement on 100 coding decisions. Any coding disagreements were subsequently resolved and were coded as to: Year of Publication/Outlet, Outcome, Sample Size, Design, Type of Dance Instruction, Type of Control Instruction, Duration, Intensity, Participant Age, and Participant Characteristics. The studies were analyzed within the two categories of Reading Abilities and Non-Verbal Reasoning. One study (Von Rossburg-Gempton, 1998) tested two populations (senior citizens and young children), and so effects were calculated for each population tested. The meta-analysis conflated the factors across the four studies in each category, with a resulting array of statistics that are extensive but ultimately uninformative.—*K.B.*

2

critical links

RESULTS

The meta-analysis of the four studies reporting reading outcomes found a small average effect, which increased (doubled) when weighted by sample size. Larger sample sizes produced more positive correlations. However, the range of both effect sizes and the varied tests for significance (there were two) on such a small number of sample sizes provided the authors with the argument for a weak effect overall. The heterogeneity of the studies weakens the validity and reliability of the meta-analysis.

The meta-analysis of the cohort of three studies reporting nonverbal reasoning effects found a much clearer positive correlation between dance experiences and nonverbal reasoning skills. The studies reporting nonverbal effects were more homogeneous than the reading studies. They yielded a greater degree of reliability and validity ($r = .17$, three more studies required to bring results to significance).

Discussion of the results includes the authors' understanding that future dance studies in which cognitive outcomes are part of the desired effect should be more rigorous, should be set up to preclude teacher expectancy effects, should separate out motivational factors, and should be of a sufficient sample size.—K.B.

CONTRIBUTIONS TO THE FIELD

The study is a meta-analysis of seven research projects in dance. The studies span a period of 26 years and vary greatly in sample size, measurement techniques, and dance activities applied as variables.

The use of meta-analysis on a mere seven studies, and the fact that these studies were found in what is described as an exhaustive search of eight databases, journals, bibliographies, and requests to researchers, indicates that the authors believe that research in dance education is in its infancy. Research studies that utilized anecdotal reports or in which students self-selected for dance were eliminated. Recommendations are made for more studies, more empirical studies, and a more uniform use of quantitative research methodology across all studies in the future.

This is the first meta-analysis of the dance education field. In that, its main contribution to the field is that it highlights the limits of meta-analysis on such a small sample size.—*K.B.*

COMMENTARY

Of the seven studies included in this meta-analysis four examined the effect of dance instruction on reading skills and three on nonverbal reasoning. However, the small number of studies, the variation in dance instruction in each study, and the large gap between early and later studies (16 to 18 years) make it difficult to draw any significant conclusions. This temporal gap is especially worrisome in light of the positive results for the two more recent studies in reading effects (Seham 1997 and Rose 1999); these positive results disappear in the meta-analysis discussion.

Statistical analysis were used to determine the size of the effect as well as whether the effect was positive, null, or negative. Meta-analysis can be more useful than a mere electoral approach (i.e., simply counting up the number of studies with a positive effect, a null effect, or a negative effect) because sample size can be accounted for in determining the probability level for a particular effect. The prob-

lem with meta-analysis is that the conflation of numbers ceases to be useful when comparing different types of experiences and variables, especially in small numbers of studies. And, in the end, we only know that any numbers are highly questionable. Guidance for dance educators and researchers is difficult to elicit from such a meta-analysis. Within the meta-analysis, the authors criticize studies where there has been an overt facilitation of transferability by a teacher. The authors ascribe to the belief that if teachers know they are trying to improve reading skills through dance, causality cannot be proven since the teachers may be "signaling" the desired results to the students. Yet good teaching is often about clearly signaling the direction of the expectations. Just such a phenomenon was cited in the meta-analysis discussion as a reason why positive results were suspicious in the Rose study (1999). "...[T]he teachers of the dance group were aware of the hypothesis that dance should improve reading. Thus, those teachers may have taught reading in a more enthusiastic and engaging manner than those teaching the control group." (Keinanen et al., p. 300)

But a more major concern with the meta-analysis, as with a number of other studies in this Compendium, is the failure to distinguish the content of the variable "dance instruction." In the seven studies that met the authors' test for inclusion, the type of instruction was defined under one of three categories: (1) instrumental dance instruction (making letter shapes with one's body, etc.), (2) creative dance instruction (problem-solving, divergent-thinking experiences), and (3) traditional dance instruction (technique class). But that categorization is not meaningful to dance education researchers because often the instrumental use of dance activities is indistinguishable from creative dance instruction. Studies are needed that examine the effects of each of the experiences inherent in dance (technique, improvisation, performance, and composition) and also the interrelationship among their effects. The selection of studies for the meta-analysis does not provide a complete picture of the range of dance instruction and experiences, which would be needed to draw conclusions about the academic and social effects of dance.

Dance education researchers differentiate among experiences in performance, composition, improvisation, and technique. In one study cited (Seham 1997), students at the National Dance Institute (Jacques D'Amboise's school) improved significantly on all scores for cognitive learning against a control group that received no special program, but it is unclear whether the dance classes affected overall concentration and focus as opposed to affecting reading scores. The positive influence of dance technique classes on learning across the board leads the authors to criticize the research rather than encouraging a closer look into the instrumental aspects of a dance technique program. Intensive study in the discipline of dance might lead to increased focus and concentration, and that would be highly instrumental. The error belongs both to the author of the original study (Seham 1997), because the content of the classes was not clearly defined, and to the use of the data within the original study by Keinanen et al. because the meta-analysis is comparing what may be vastly different types of experiences and drawing conclusions about overall effects on reading scores.—*K.B.*

CONTRIBUTIONS TO THE FIELD

The value of this work is its careful and comprehensive review of the entire research field (including published and unpublished work), uncovering 3,714 studies that investigated the effects of dance on student learning in non-dance areas.

The research used a widely accepted technique, meta-analysis, allowing the authors to assess the aggregate contribution of multiple studies that employed a range of student reading and reasoning measures, as well as varied statistical techniques.

The most important contribution, beyond the fact that this is the first systematic review across all the research on this topic, is simply that only a handful of studies met the researchers' standards for acceptable scientific rigor. The clear message is that the field needs more research.—*B.W.*

COMMENTARY

The researchers found only four studies meeting their strict standards of acceptable research that investigated the relationship between dance instruction and reading skills and three studies that assessed reasoning skills. The former group of four studies included a total sample of only 527 students while the latter group of three studies involved only 188 students. So, in almost 50 years of research only 715 students have been exposed to carefully designed experimental treatments on the learning effects of dance. One obvious response is to decry the lack of controlled research in this field. It is also not unreasonable to argue that such a small sample hardly qualifies for such sophisticated quantitative analysis.

The more appropriate point is, perhaps, that the medical/agricultural model upon which these standards for meta-analysis are derived is not necessarily the best one from which to understand the complex endeavor of education or more specifically dance education. The varied contexts in which instruction is delivered, even from classroom to classroom in the same building, make it difficult to meaningfully transfer successes in controlled experimental settings to messy classrooms.

"...a more major concern with the meta-analysis...is the failure to distinguish the content of the variable 'dance instruction.'"

While it is important to understand the value that dance can add to students' cognitive skills, it is just as important (if not more so) to know the how and why dance contributes to learning, as well as the organizational and instructional conditions that allow arts learning to help students become more successful students. Thus, the 3,714 studies should also be mined to learn what the many qualitative studies can add to these important questions.—*B.W.*

STUDY NAME: **The Effects of Creative Dance Instruction on Creative and Critical Thinking of Seventh Grade Female Students in Seoul, Korea**
AUTHOR: Juja Kim
PUBLISHED: Unpublished Doctoral Dissertation, 1998, New York University, NY

Research Question

What effect on creative and critical thinking abilities does a program of creative or traditional dance instruction have on seventh-grade girls?

METHODS

Seventy-eight seventh-grade girls without previous dance experience took 45-minute classes in either creative (n = 38) or traditional (n = 38) dance twice a week for eight weeks (total of 15 sessions). Groups were intact classes from one neighborhood middle school (heterogeneous SES) in Seoul, Korea.

The programs are described in detail in the text and in appendices. The traditional program was taught in three five-week blocks of modern, ballet, and Korean traditional dance, by teachers who selected the style, and who designed and taught the segments consecutively. The creative program was designed and taught by the researcher for all 15 sessions.

The study employed a quasi-experimental, pre- and post-test, nonequivalent control group design. The Torrance Test of Creative Thinking (TTCT) Figural Forms A and B (counterbalanced by group and test administration) were used as pre- and post-tests for creative thinking. Raven's Standard Progressive Matrices were used as pre- and post-tests for critical thinking. The tests were selected for their high reliabilities, long histories, and nonverbal forms (to match the nonverbal dance medium). Tests were administered by trained proctors blind to group and hypothesis and scored by a psychologist. In addition, students responded to a pre-course interview and in three written reflections after the fifth, 10th, and last class sessions. Qualitative data were analyzed by procedures outlined by Miles and Huberman, Weller and Romey, and Yin, including creating data arrays, constructing categorical matrices, making flow charts of relationships, constructing frequency distributions, and ordering data chronologically.

Analysis of quantitative results checked assumptions and employed independent *t* tests on gain scores (post-test – pre-test) and ANCOVAs (covarying pre-test scores). Bonferroni adjustments were made to control Type I errors (i.e., erroneously finding a positive effect), and alpha level was set at $p < .01$. Clear tables report descriptive and inferential data, and text reports exact *t*s and *p*s for some comparisons, although not for non-significant ones (which are important, since $p = .02$, a high probability, is a very different finding from $p = .49$, which is a probability essentially equivalent to chance).—*L.H.*

RESULTS

Of four hypotheses, three were supported by the quantitative analysis: (1) subjects in traditional dance instruction did not make significant gains in creative or critical thinking, (2) subjects in creative dance did make significant gains in creative and critical thinking, and (3) subjects in creative dance had significantly greater gains in creative thinking than subjects in traditional dance. The fourth hypothesis was not supported: (4) subjects in creative dance did not gain significantly more in critical thinking than subjects in traditional dance instruction. However, the trend in critical thinking was toward the creative group (Creative Mean gain = 2.02; Traditional Mean gain = .97, equivalent to a moderate effect size of $r = .21$, equivalent to $d = .42$). Thus, while the hypothesis was not supported, the creative dance program did enhance subjects' abilities to think critically to a moderate degree.

The qualitative analysis demonstrated that students' assumptions about dance changed, depending on the type of dance instruction they experienced. This suggests the importance of program type and quality, because these factors affect learning. Thus, decisions about program goals need to be made carefully to support the intended aims of the program.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study combines rigorous quantitative and qualitative methods to explore a relatively unstudied and important question about transfer from dance instruction to higher-order thinking skills.

Quantitative analysis showed gains on four components of creative thinking (originality, elaboration, flexibility, and fluency) for subjects in creative dance instruction. These same students did not improve in critical thinking from pre- to post-test (but see Results section). A control group who studied traditional dance (modern, ballet, and Korean traditional) made gains only in the "fluency" component of creative thinking and not in critical thinking skills.

Qualitative analysis provided insight into students' perceptions of their dance experiences. Students in the creative dance instruction saw dance as requiring thought, intelligence, and problem-solving and as related to everyday life, while those in traditional instruction made none of these connections and saw dance as a means to a beautiful body and health.—*L.H.*

COMMENTARY

This study suggests that when dance is taught as creative problem-solving, students' creative thinking skills improve.

When it is taught as a series of steps to be replicated, creative thinking skills do not develop. In other words, the type of dance instruction appears to affect both what is learned in dance and what transfers to higher-level thinking.

Future research should compare programs of creative dance in which one group receives a program focused on creative problem-solving, similar to the program described here, and another employs creative problem-solving with the addition of deliberate bridging to the critical thinking used in a target subject.

This study would be an excellent model to replicate because of its rigor, focus on higher-order thinking, and clear reporting (numerous descriptions and appendices offer details about programs, methods, and data). Replicating within the United States would be informative, especially with subjects of various ages and abilities (gifted in dance, gifted in academics, at risk, or behaviorally disordered). Varying subjects' ethnicity and socio-economic backgrounds, and matching traditional dance forms to subjects' cultural backgrounds, would also provide useful information.—*L.H.*

CONTRIBUTIONS TO THE FIELD

The study is vastly comprehensive, including a fairly complete review of the literature of the early theorists in dance education from Laban to Murray to Mettler to Fleming to Russell to Anne Green Gilbert. But the author does not recognize the relationships of some of the theorists to Laban—particularly Russell, Boorman, and Preston-Dunlop. The author does not take into account that these approaches are based on Laban's theories and that Laban's theories permeate many of the other approaches as well. Therefore, while the review of the literature is broad, it is not organized into any meta-theory of creative dance. The author does not discuss how these theories informed her own creative dance classes (described later in the study), nor does she distinguish between teacher-centered and child-centered approaches to creative dance. She assumes that all creative dance approaches are child-centered, which is not necessarily the case.

Both quantitative and qualitative analyses of data provide a complete view of what was accomplished over the 15 sessions in creative movement and traditional dance forms. The results revealed that creative dance classes could indeed foster creative thinking, but not necessarily critical thinking skills. The permutations of the quantitative analysis are impressive, but the qualitative analysis actually reveals more specific information about what worked and what didn't work over the eight weeks. The content of both sets of classes is scrupulously documented, providing the opportunity to replicate the study in places other than Korea, with different age groups and utilizing different forms of traditional dance.

The author reports the responses of the participants in honest detail, including the remarks the participants made about being bored and embarrassed by the creative dance classes. She goes on to aggregate the responses demonstrating that ultimately, the creative dance group had a more positive and subjective appreciation of dance and the traditional dance group a more objective and detached view of dance.—*K.B.*

COMMENTARY

It is not unreasonable that the creative dance classes yielded an increase in creative thinking skills. The long shot was that creative dance classes would improve critical thinking skills. While Kim does not explore the body of literature on transference of learning from one modality to another, she was seduced by the claims that early theorists and scholars made about the potential for dance to influence or develop critical thinking skills. These early scholars did not do rigorous investigation of their claims, but wrote rich and broad descriptions of what it appeared was happening when children moved creatively. As cognitive science and the scholarship of teaching and learning have uncovered more about the brain, mind, and body connections, the theorists Kim based her thesis on appear quaint and naïve.

Kim also fell into a dichotomy within the field of dance education that the field needs to move beyond. The notion that traditional, teacher-centered dance classes will not yield creative or critical thinking skill development, while creative dance (which is "student-centered") will bring all good things is a trap. In this study, the traditional dance group did increase in one of the four categories of creative thinking skills: that of fluency of thinking. There are indications in this and other studies relating dance to creative thinking skills that movement or dance alone may enhance fluency.

The conflation of creative and critical thinking processes leads her to expect that creative dance experiences would enhance both and dance technique classes would enhance neither. The weakest part of the study occurs early in the dissertation, when she infers that because "thinking always involves both creative and critical processes," these functions must therefore always work together. However, in testing for the two kinds of thinking, she was compelled to utilize two different pre- and post-tests; suggesting that so far we haven't figured exactly how the two functions work together, or even if they do.

It is important to eliminate the dichotomous thinking about the content of dance classes and determine what dance technique, dance improvisation, dance composition, and dance performance do influence in regard to creative and critical thinking skills. One can imagine that composing a dance piece, refining it, and performing it might foster more closed-ended cognitive activity than explorative and open-ended improvisation. Kim had the creative dance students compose a dance in the last week of the classes, but there was no time to refine or perform it, much less test for effect.

The age and culture of the students clearly influenced the results, something Kim does explore in her paper. The seventh-graders were shy and withdrawn and therefore tentative about the creative process. Seventh-graders would bring a particular self-consciousness to any process, no matter what their culture of origin. The value of respect for authority that is more ingrained in Korean culture may have aided the research. Even though the girls felt comfortable enough to share their negative feelings with the teacher-researcher, they were cooperative and willing. One might imagine different results from a population of ninth-grade boys or second-grade mixed-gender groups.—*K.B.*

STUDY NAME: **Effects of a Movement Poetry Program on Creativity of Children with Behavioral Disorders**
AUTHORS: Martha C. Mentzer and Boni B. Boswell
PUBLISHED: Impulse, 1995, 3, 183-199

Research Questions

Can a program that integrates poetry-making with creative movement enhance creativity (originality, fluency, and flexibility) in children with behavioral disorders?

What are the unexpected outcomes of a program that integrates poetry-making with creative movement for children with behavioral disorders?

METHODS

Two boys participated, aged 7 and 10 years. The boys were selected from a pool of five children living at a residential treatment home. Selection was based on their 90 percent participation in the program. The boys' individual diagnoses and behavioral disorders were described, but no references were made to the cultural contexts of their families (e.g., race, ethnicity, SES).

The program integrated creative movement and poetry stimuli, and the boys participated in 16, 50-minute sessions over a period of 10 weeks. Sessions had a consistent, three-part structure, each part of which was described clearly: (1) an introduction and warm-up, (2) movement to a poem ("the heart of the lesson"), and (3) closure. The movement and poetry segment involved reading the poem aloud twice while the boys read along, the boys creating individual movement sequences for lines they each selected, and then sharing their movement sequences. By the fourth session, the boys began writing and creating movement for original poetry they "spontaneously spoke" and recorded on cassettes, which was later compiled into a booklet for each child. A behavior management reward system (tokens) that was used throughout the residential program was also incorporated into the program.

The study design was qualitative, and it was well conducted, analyzed, and reported.

Data were collected and analyzed from four sources:

(1) Anecdotal Recordings by two observers, trained prior to data collection. The observers alternated which child they observed for each session. They recorded observations chronologically within sessions to capture program information (progression of content) and the children's behaviors and verbalizations. Observations were summarized collaboratively by the principal investigator and observers after each session and then coded for (a) creative behavior (operationalized as originality, fluency, and flexibility, after Torrance), (b) unexpected outcomes, and (c) external factors. Originality = number of movements unique to the individual. Fluency = number of movements. Flexibility = number of definite changes in movement quality (force, direction, level, or shape).

(2) Observational Checklists. Sessions were videotaped, and two observers were trained prior to viewing by clarifying definitions and concepts and completing the creativity checklist (which tracked originality, fluency, and flexibility, as defined above) for a child from the home who was not one of the two subjects. Each observer's agreement with the principal investigator was $r \geq .85$. Then the observers completed checklists for eight (50 percent) randomly selected and ordered sessions of one child, which they viewed independently until satisfied about accuracy.

(3) Questionnaires/Interviews. Open-ended questionnaires were conducted with four staff members and the two observers, one week after the study. The questionnaires examined four general areas: (a) program success, (b) learning, (c) behavior changes, and (d) needed program changes. Open-ended interviews with the subjects, conducted and audiotaped by the principal investigator one week after the study, included the same general areas as the questionnaire (through the question: What does poetry mean to you?) and an additional supplementary area, feelings: (a) how feelings about poetry had changed from beginning to end of the program, (b) how the boys felt about moving with other children, and (c) what feelings arose when the boys moved to their favorite poem. Data from both sources were transcribed, coded, and summarized by the investigators into the four categories plus a "miscellaneous comments" category for comments that did not otherwise fit.

(4) Children's Original Poems. From the fourth session on, children created and spontaneously "spoke" their poems into an audiocassette. The poems were transcribed into booklets for each child. They were analyzed as "unexpected outcomes" and described according to creativity variables, representative topics, and overall characteristics.

Data sources contributed uniquely and also reinforced each other through triangulation, which affords verification and clarification of results. Anecdotal records were most helpful in understanding program outcomes.—*L.H.*

RESULTS

Three general results were reported for these two behaviorally disordered children: (a) the boys demonstrated all three creativity variables to varying degrees, (b) growth was both shared and individual: both boys gained interest in poetry, one gained social behavior skills, the other gained motor coordination skills, and (c) both boys enjoyed the program.

The study generated the foundation for testable hypotheses (along four dimensions) for further study of this research question.

(1) Areas of Learning: (a) independent thinking skills, (b) motor coordination, (c) body and spatial awareness, (d) verbal and physical expression of thoughts and feelings, (e) body knowledge, (f) awareness of dance elements;

(2) Behavior Changes: (a) willingness to participate in new activities, (b) positive group participation, (c) appropriate participation, (d) overcoming inhibited expression;
(3) Program Changes: (a) extend over longer time, (b) increase importance of token system, (c) increase time for poetry writing per session, (d) focus more on reflection of feelings in both movement and poetry;
(4) Study Design: (a) interview more frequently during the program (at least three times) to develop trust earlier, (b) continue to emphasize detailed anecdotal records.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study is exemplary in its qualitative methods and reporting. The article describes the program and study clearly, and it offers both program modifications and hypotheses to test in future research.

The study suggests that, when combined, poetry and movement may contribute to engagement, development of creativity, and social and/or motor learning in children with behavioral disorders.—*L.H.*

COMMENTARY

The study is a model of qualitative work. It affords a fine-grained analysis of two children by triangulating four sources of data for validity: anecdotal records, observational checklists from videotaped sessions, questionnaires and interviews; and student work (poetry produced by the subjects). The authors report their findings in multiple formats (text, graphs, lists of hypotheses for future qualitative or quantitative research), and specify that their results apply only to these two boys and to future research questions. The authors are also careful to ensure and assess reliability and reduce bias by defining terms in measurable ways, by training observers, by randomizing session selection and order for coding, and by alternating which child is observed by which observers for each session.

Future research should explore the categories defined as outcomes by this study and replicate its careful methods and judicious reporting.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This case study of two boys is quite complete and revealing about creative thinking and the particularities of the two boys' learning styles. Qualitative data collection is well documented and supported with citations from previous studies using similar techniques. Both boys were able to develop a portfolio of poems written from movement, indicating that improvisational dance from a linguistic stimulus can generate original thoughts with a degree of fluency.—*K.B.*

COMMENTARY

The study adds to the growing body of literature about creative thinking and what characterizes it. There are specific descriptions of behaviors associated with the creative thinking attributes of fluency, flexibility, and originality with both movement and writing examples.

A statement in the Discussion section of the study raises an area for further exploration in the field of dance education research. The authors reflect on the lack of emotional or affective images in the poems written by the two boys and speculate that greater attention on identifying and applying feelings to the process of writing poetry might extend creative output. More studies that address the inclusion of affective variables in cognitive skill development are needed, especially in dance, where the cognitive, affective, and psychomotor domains are so well synthesized. The authors go on to conclude that since one boy improved more in social behavior and the other in motor coordination, the union of creative movement and poetry writing provided a "stronger fabric" for development, especially for children of different and challenging learning styles.

"The study suggests that, when combined, poetry and movement may contribute to engagement, development of creativity, and social and/or motor learning in children with behavioral disorders."

The authors also state that the most useful data for understanding the outcomes the boys achieved came from the anecdotal records. The field needs to recognize that movement analysis may offer the clearest depiction of what cognitive or behavioral changes occur through involvement in dance.—*K.B.*

STUDY NAME: **Assessment of High School Students' Creative Thinking Skills: A Comparison of the Effects of Dance and Non-dance Classes**
AUTHOR: Sandra Minton
PUBLISHED: Unpublished Manuscript, 2000, University of Northern Colorado, Greeley, CO

Research Question

Is there a relationship between dancing and creative thinking?

METHODS

Two hundred eighty-six high school students (15 years old, on average) who were enrolled in dance (experimental group) and non-dance (untreated control group) courses participated. Students studied under six dance teachers in beginning and advanced courses for a wide range of dance forms. Dancers participated for about five to eight hours a week, in and out of school, for a semester. Controls attended classes in business accounting, English, health, interpersonal communications, and psychology.

Experimental and Control subjects were pre- and post-tested in groups on the three parts of the Torrance Test of Creative Thinking (TTCT), Figural Form A: picture construction, picture completion, and creation of recognizable objects. The test is fairly reliable: inter-rater reliability (r = .66 – r = .99); retest reliability (r = .60 – r = .70). TTCT is norm-referenced on five factors: fluency (number of ideas), originality (novelty of ideas), abstractness of titles (imaginative titling that captures the essence of a drawing), elaboration (detail identification), and resistance to premature closure (completing figures in non-simplistic ways). Because subjects were assigned random identification numbers by instructors, responses were scored blind by the investigator, which is a strength of the study. Group equivalence at pre-test was determined by a t test. Repeated measures of ANOVA on change scores were computed for experimentals vs. controls for all subjects and by school for each of the six schools. Finally, pre- and post-test scores were correlated with four indices of commitment and experience with dance: previous dance training, current dance instruction outside of school, total dance experience, and hours dancing per week.—*L.H.*

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critical links

RESULTS

Elaboration, originality, and abstractness of titles correlated with higher levels of dance experience (results are presented in bar graphs, without specific values). It is puzzling that patterns of effect across factors of the TTCT are inconsistent, with different schools demonstrating significant differences ($p < .05$) for different creativity factors. The author reasonably suggests that the variation may result from differences in teachers or in school cultures—variables that should be assessed in future studies. Although results are compromised by potential selection bias (and can only be generalized to high school students who choose dance classes), there is evidence against an interpretation that higher creativity scores resulted because those who took dance started out more creative: dancers scored lower, on average, on pre-tests for all five creativity factors. Thus, it is not likely that the creativity gains resulted from a more creative group in the dance treatment but, rather, from the dance instruction itself.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study suggests a possible relationship between dancing and improved ability to consider multiple perspectives. Such flexible thinking is useful in a range of disciplines.

The study finds that high school students who studied a variety of styles of dance for a semester scored better than non-dancers on the elaboration, originality, and abstractness of titles factors of the Torrance Test of Creative Thinking.

This study also models an experimental design that allows reliable conclusions about transfer to be drawn. Experimental designs establish the direction of effect, in this case, from dance instruction to the outcome measure of creative thinking.—*L.H.*

COMMENTARY

Dancers in this study are more likely than students who did not receive dance instruction to employ creative thinking of the type measured by three factors assessed by the Torrance Test of Creativity. The study thus supplies empirical support for a belief that dance teaches divergent thinking.

The study does not assess or assert, however, how likely the dancers would be to use these thinking skills in, for example, history or science classes. That is possible, but not likely, since cognitive transfer across subjects is difficult to achieve (see Salomon, G. & Perkins, D. N. [1989], Rocky roads to transfer: Rethinking mechanisms of a neglected phenomenon. *Educational Psychologist. 24*[2], 113-142). Generally, skills are employed in contexts similar to those in which they are learned. In this case, the tests were administered at the start of a dance class, which may have helped subjects use what they had learned in dance more readily in the testing context than they would in other subjects or classes.

Future research should investigate whether creativity in specific disciplines (e.g., science, history) can be fostered through dance programs, explore how teacher behaviors

affect the creativity factors enhanced (what makes a quality dance teacher or experience?), and employ multiple, situated measures of creativity, rather than just paper-and-pencil tests.—*L.H.*

CONTRIBUTIONS TO THE FIELD

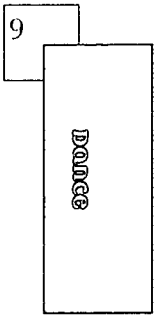
The study indicates that dance is a valid way for students to develop creative thinking skills, especially in the categories of originality and abstract thinking. The data are well decoded, and the study is a model for quantitative analysis in the field.—*K.B.*

COMMENTARY

The dance students studied an array of dance styles and approaches. Further research needs to tease out whether movement improvisation and/or choreography affect creativity to a greater or lesser degree than a dance technique class, where expectations are much clearer and the teachers directly model outcomes.

Whether dancers can utilize their original and abstract-thinking skills in other disciplines is an additional area of exploration for future researchers. Studies such as the Minton study show a correlation between a variety of dance activities and some creative thinking skills, but we need to demonstrate transferability as well as correlation in order to demonstrate the full value of dance activities. Studies that also test for skill development of creative thinking skills in writing and other creative problem-solving disciplines would be useful, especially if such studies demonstrate either that dance allows for deeper and more pervasive learning or that some dance activities are more transferable than others.—*K.B.*

"This study suggests a possible relationship between dancing and improved ability to consider multiple perspectives."



STUDY NAME: **The Impact of Whirlwind's Basic Reading Through Dance Program on First Grade Students' Basic Reading Skills: Study II**
AUTHOR: Dale Rose
PUBLISHED: Unpublished Evaluation Study, February 1999, 3-D Group, Berkeley, California

Research Question

Can first-graders' reading abilities be improved through a dance program in which children learn to use their bodies to physically represent letters?

METHODS

In 1998-1999, a Basic Reading through Dance (BRD) program was implemented in three Chicago public elementary schools. The goal of the program was to improve first-graders' reading ability through dance. The program lasted over 20 sessions. Each session was led by three dance specialists. The heart of each session consisted of teaching students to physically represent sounds by making shapes with their bodies to represent letters and letter combinations. Nine schools served as control schools. All 12 schools served predominantly African-American poverty-level children. A total of 174 BRD children and 198 control children were pre- and post-tested in reading using the Read America's Phono-Graphix Test. The test assesses the ability to recognize sounds for letters as well as phoneme segmentation ability. The study compared gain scores in the BRD and control children over three months.—*E.W.*

RESULTS

While both groups improved significantly in reading, those in the BRD group improved significantly more than those in the control group on all measures assessed by the reading test. They improved more in their ability to relate written consonants and vowels to their sounds, and to segment phonemes from spoken words, including nonsense words, compared to the control children.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This is a well-designed study that shows that a three-month program in which children learn to physically represent letters with their bodies works to improve basic reading skills in these children.—*E.W.*

COMMENTARY

This study offers an innovative way to teach basic reading skills to at-risk children. Future research should examine whether the same kind of methods can help children improve in higher-level reading skills beyond basic decoding. It is important to recognize that the activities that helped children to learn to read were ones closely tied to reading: putting one's body in the shape of letters. This study does not allow the conclusion that dance leads to reading, but rather that putting one's body in the shape of letters improves basic reading skills in young children. Whether or not this activity is "dance" (a matter dancers could debate), we can conclude that this activity is an innovative and enactive way of helping children master sound-symbol relationships.—*E.W.*

"This study offers an innovative way to teach basic reading skills to at-risk children. Future research should examine whether the same kind of methods can help children improve in higher-level reading skills beyond basic decoding."

CONTRIBUTIONS TO THE FIELD

The method used in this study can be easily replicated for different age groups and more advanced skills—and should be. The study is rigorous in design, and the results have validity. Clearly, it demonstrates that movement can reinforce cognitive skill development—in this case, early reading skills. With a sample size of 174 in the experimental group and 198 in the control group, the evaluators have done a great service by demonstrating that quality research can be done easily and with direct application to the actual classroom.

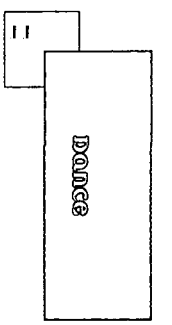
The results should be disseminated widely.—*K.B.*

COMMENTARY

One of the most compelling aspects of the study is the use of improvisational movement exploration to discover how sounds can combine into words. The development of linguistic abilities mirrors the development of dance phrase making. Therefore, the study reveals that, more than merely reinforcing letter-shape recognition, dance can help children discover the "music" of language. Both auditory and visual stimuli were used to cue the kinesthetic. Students

learned the shape of letters as well as the sounds of letters and were able to blend both sounds and letters into meaningful words. The use of a divergent approach, where children have a choice of multiple correct solutions, as opposed to the convergent approach such as a simple imitation of shape, is an example of the kind of active learning that will improve young children's skills. In the study, the experimental group scored lower on the pre-test, and therefore came further along using dance movement as the modality for reading skills.—*K.B.*

"One of the most compelling aspects of the study is the use of improvisational movement exploration to discover how sounds can combine into words. The development of linguistic abilities mirrors the development of dance phrase making."



STUDY NAME: **Art and Community: Creating Knowledge Through Service in Dance**
AUTHOR: Janice Ross
PUBLISHED: Paper presented at the meeting of the American Educational Research Association, April 2000, New Orleans, LA

Research Questions

How does dance instruction affect self-perception and social development for at-risk and incarcerated adolescents?

How does participant/observation research by undergraduates in a dance-centered service-learning project affect perceptions of the purposes of arts generally and dance specifically in the undergraduates' and the lives of others?

METHODS

Sixty 13- to 17- year-old at-risk and incarcerated adolescents participated in 45-minute jazz and hip-hop dance classes twice weekly for 10 weeks. Eleven college students, all with dance experience but only one dance major, engaged in participant/observation research. They observed, danced, and interviewed the teens and produced a "collective meta-portrait" (one student's contributed portrait is an appendix). The principal researcher gathered data weekly from three sources produced by student researchers: reflection journals, in-class discussions, and written syntheses building toward students' final portrait. The principal researcher summarized and gave examples from these data sources but did not produce a portrait of the college students. Thus the relationship between the data and conclusions are not unequivocally clear.—*L.H.*

RESULTS

The first study produced hypotheses about why dance may be a medium particularly well suited to fostering positive self-perception and social development for disenfranchised adolescents. Hypotheses include the influence of teachers and teaching styles generally employed in dance (charismatic, physically powerful instructors, individualized instruction); the synergy of certain dance forms (jazz, hip-hop) with culturally valued leisure activities; the release of physical and psychological stress in which "expression, not conquest" is the activity's goal (in contrast to team sports); the focus of instruction on practicing non-linguistic bodily expression, which is a primary vehicle through which maladaptive social behaviors are conveyed; and the need and opportunity in dance to express individuality within a group, which provides practice with issues central to developing positive social identity and adaptability.

The second study suggests that the congruence of dance, service (providing data to prison administration about the dance program's effectiveness), and research (which placed college dance students in a social/therapeutic context and required reflection about impact and uses of the discipline) is an effective tool for advancing college students' understanding about how dance can be used and how reflection necessary in the method of portraiture fosters learning.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study used a qualitative methodology (portraiture) to explore a provocative and under-researched relationship between arts (dance) and social and community service. Its goal was to generate a conceptual framework and potentially testable hypotheses for future research.

The study found that incarcerated and low-income, non-English-proficient middle school students reported gains in confidence, tolerance, and persistence related to dance instruction. It resulted in hypotheses that may explain why dance is particularly well suited to promoting such gains.

The study also found that college student researchers reported an expanded view of dance as a tool for fostering social values instead of serving solely as a medium for performance or as recreation.—*L.H.*

COMMENTARY

The study focuses on non-traditional outcomes of dance instruction. It posits artists as social activists and positions dance as a tool for social interventions, in this case, for at-risk and incarcerated adolescents. Its two-level structure models a way that college teachers might expand their students' views of the purposes of their disciplines to include potential social impact.

Future research should investigate the hypotheses generated by this study about dance as an intervention for juvenile offenders and other disenfranchised adolescents. Such research could be qualitative or quantitative. Studies might compare the social effects of team sports with jazz and hip-hop dance instruction, or of different styles of dance instruction, with each treatment analyzed along the dimensions hypothesized by this study. The group-research model could be extended to groups of teachers in action-research projects.—*L.H.*

CONTRIBUTIONS TO THE FIELD

Three major contributions to the field arise from this study: (1) The methodology used (portraiture of the incarcerated students by the student-researchers from self-reflective journaling, contextualized and framed observations, interviews and presentations with feedback from the other student researchers) is brilliant, rich, and allows the process of learning to be revealed in its multifaceted components.

(2) The secondary level of the study (the self-reflective journaling by the student researchers) reveals a tool for expanding students' understanding of the value and range of the field of dance beyond technical proficiency and performance. Student researchers began to understand how dance could be a tool for progressive social and psychosocial growth.

(3) The conclusions by the author are profound and clearly make the case for why dance works so well with disadvantaged youth. Because she (Ross) had so much rich information to draw from, there are several stunning insights, including her statement, "Patience, and sometimes even compassion, can be social by-products of aesthetic engagement, and new regard for the human body (is what) dance can introduce."—*K.B.*

COMMENTARY

Ross has defined the best approach this writer has come across to understanding and unpacking what happens in a dance class. By using self-reflective observations, journaling, rich discussion, interviews, and a consensus-building approach to drawing conclusions, the author fosters understanding of both the value of and the constraints on dance-informed learning. The study is a model for dance education researchers. Field observation requires a selection of stances, which, if their techniques embrace elements from the value system of the event or culture being studied, can truly portray the breadth and details of the event.

While the longitudinal value of dance classes for incarcerated youth may be difficult to deduce, requiring large expenditures of energy and time, the fact that several of the student researchers are continuing their involvement with the arts and underserved populations means there will be a small cadre of "anthropologists" who can continue to observe, reflect, critique, suggest, and develop projects such as this one in the future.

For the future, dance education researchers need to look at other forms of dance (in this case, jazz and hip-hop were the delivery system for dance technique) and to other dance experiences such as choreography, improvisation, and performing.—*K.B.*

"...the best approach this writer has come across to understanding and unpacking what happens in a dance class."

STUDY NAME: **Motor Imagery and Athletic Expertise: Exploring the Role of Imagery in Kinesthetic Intelligence**

AUTHOR: Anna Margaret Skotko

PUBLISHED: Unpublished Bachelor's Honors Thesis, March 23, 2000, Harvard University, Cambridge, Massachusetts

Research Questions

Is motor imagery a core operation of kinesthetic intelligence?

Does motor imagery ability increase with dance expertise?

Do kinesthetic and visual-spatial intelligences rely on similar or distinct cognitive processes?

METHODS

Participants were healthy, English speaking, right-handed females with normal or corrected-to-normal vision. Thirteen were novice dancers (9- to 12-year-olds with two years or less of ballet training), 12 young non-athletes (9- to 12-year-olds with no history of routine athletic training), 16 professional-level dancers (aged 18 to 25 with at least 10 years of routine ballet training), and 16 adult non-athletes (aged 18 to 25 with no history of routine athletic training). All subjects were recruited by posters and did not know the purpose of the study. Dancers and non-dancers in each age group were matched on socio-economic status.

Subjects completed Raven's Standard Progressive Matrices (as an index of general intelligence) and four experimental tasks: (1) decisions about biomechanical constraints (e.g., "If your right palm is put on your right knee, your thumb is on the left side of your knee.") and mental rotation of (2) hands, (3) feet, and (4) cube figures.—*L.H.*

RESULTS

Young dancers made significantly fewer errors on the biomechanical constraints tasks than their age-mate non-athletes. No other comparisons were significantly different statistically ($p = .05$), although the trend was that dancers performed the biomechanical tasks and tasks requiring rotation of hands and feet faster and more accurately than non-athletes. Interestingly, the opposite (though still non-significant) trend occurred with mental rotation of objects (cube figures): non-dancers tended to perform these tasks faster and more accurately than dancers. Because these tasks may index two different skills (kinesthetic versus visual-spatial intelligence), and because the standard intelligence test (Raven's) did not predict performance level on the imagery tasks, the results support the idea of discrete and specialized cognitive abilities (multiple intelligence theory).—*L.H.*

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critical links

CONTRIBUTIONS TO THE FIELD

This study demonstrates the complexity of questions about transfer from arts (e.g., dance) to non-arts domains (e.g., mental rotation).

The study found no statistically significant differences between dancers and non-athletes on motor imagery ability. In addition, professional-level dancers were not significantly better at motor imagery than novice dancers. However, the effect sizes were positive and of moderate size. However, a considerably larger sample would be required to achieve statistical significance.—*L.H.*

COMMENTARY

This was a rigorous, initial study of a complex and understudied research domain—the effect of dance training on the ability to mentally rotate objects and/or pictures of body parts (hands and feet).

The author suggests that (1) future research should use larger samples, (2) longitudinal experimental, rather than correlational, designs would control variation in subject characteristics that may obscure any experimental effect, (3) experimental tasks should be redesigned to look more realistic (i.e., color photographs or videos of feet and hands), and (4) task difficulty should be made equivalent for tasks using objects or body parts.

"...the entire area of kinesthetic intelligence is under-explored..."

Finally, the author suggests reframing the research questions as "Does motor imagery ability generalize from one domain to another?" or "Can motor imagery ability be improved with athletic or cognitive training?"—*L.H.*

CONTRIBUTIONS TO THE FIELD

Since the entire area of kinesthetic intelligence is underexplored, especially in terms of the relationship of kinesthetic intelligence to cognition, this impressive study by an undergraduate initiates a dialogue that should continue. The author begins with an excellent discussion of motor planning and practice and the role of imagery in the development of kinesthesia. She includes interviews with elite athletes discussing how imagery makes a significant difference, subjectively, in performance. Since she uses ballet dancers as her subjects for the elite athlete group, the study makes the case for expanding research in the area of kinesthetic intelligence to include dancers. Ultimately, when and if the case is made for the role of kinesthetic

intelligence in developing the "whole child," how dance facilitates the process should be included.—*K.B.*

COMMENTARY

The author, in her discussion, divides the tasks (there were four) into two categories: egocentric motor imagery (tasks one-three, which involved translating written and visual depictions of body-part relationships to the core of the body) and visual-spatial imagery tasks (task four, which involved a paired depiction of a series of cubes in various states of rotation). There was no real significant difference among the experimental groups; athletes did not do better than non-athletes. The author has several wonderfully reflective insights into why the results were not differentiated, but misses the most obvious: that the athletes were performing these tasks at a computer and were disengaged from their kinesthesis while performing the tasks. It would be a worthy study to replicate everything about the study but allow the groups to move before responding. Therefore, the time on task may vary somewhat (and speed was a variable measured for this study), but results may be more accurate. Ballet dancers learn visually, with some auditory coaching for phrasing and musicality, but they also learn by "marking" the movement—doing a kind of scaled-down-and-back version of the patterns in their hands and legs.

In addition, modern dancers, particularly modern dancers who have had exposure to Laban Movement Analysis or Laban notation, or who have studied Laban-based dance techniques, would make an intriguing subject group for such kinesthetic tasks. Laban's approach to movement develops body-part awareness and spatial acuity directly, and such analytic skills may test differently from elite ballet dancers who, the author points out, are highly specialized and "domain-specific." Since Laban's theories of movement permeate elementary-level creative movement curricula in the United States and Canada, such a population may provide more useful data for understanding the role that kinesthetic intelligence plays in overall cognitive abilities.—*K.B.*

Essay:

Informing and Reforming Dance Education Research

Karen Kohn Bradley

The purpose of research in education is to improve the learning environment, learning processes, and teaching practices in schools and classrooms. As examples of how dance might help in these areas, the dance studies collected in this Compendium offer important initial insights into the best practices in the field and their effects. Educational researchers will find these studies a useful step on the longer journey to developing more, better, and more useful research on dance education. These studies also demonstrate the need for a common language to describe and analyze dance and its effects.

Dance Education and Transfer to General Learning

The seven studies in this Compendium suggest what directions dance researchers should pursue. They also provide important positive indications of exactly what young people learn in dance that relates to skills and attitudes applicable in other academic settings. Implications for curriculum and instruction are apparent as well.

The most consistent indication across the seven studies is the finding that dance is effective as a means of developing three aspects of creative thinking: fluency, originality, and abstractness. Mentzer & Boswell, Minton, and Kim all had positive correlations with at least one of these three areas of creative thinking. The results suggest that, at the least, physical activities specific to dance support development of fluency by actively engaging students. This is not surprising when one considers that fluency of thinking is essentially a facility and mobility of mind and involves the ability of the student to turn ideas around and look at them from different angles. In dance, the body does the same thing and reflection on that process is a valuable aspect of dance-making. Originality and abstractness, likewise, are valued modes of dance education, especially where improvisation and composition are taught.

The studies thus suggest that dance instruction may provide a means for developing a range of the creative thinking aspects of critical thinking skills. More study of programs where creative thinking is valued by the school and assessed in regular classroom settings will reveal further insights into how dance activities support such development.

The studies by Ross and Mentzer & Boswell also provide indications of how students engaged in dance develop and are able to express new insights and interpretations. The two studies probe how moving, and reflecting on that movement through writing and drawing, can lead to shifts in how students view dance experiences and how students view themselves through dance experiences. Both studies are qualitative analyses. Nevertheless, the new insights are observable as behavioral changes and offer a rich direction for future research.

Ross's study demonstrated the process of journaling as a means of tracking changes in attitude of college dance students toward dance education. Her findings showed that journaling and rich discussion can broaden and deepen students' understanding of, and attitude toward, dance as a means of social change. The college students observed and reflected upon a dance program held in a juvenile prison facility. Mentzer & Boswell's study demonstrated the effects of a creative movement program on the writing and drawing of two learning-disabled boys. Specifically, one wonders whether the general effects of dance itself, the process of moving, the thinking/reflection upon moving, or the writing/drawing/dance-making products are all equally necessary in order to effect the kind of rich shifts in perception these two studies suggest. Dance, as is suggested about other art forms in the essays in this Compendium, is in need of research that explains the interrelation of its specific dimensions as an arts experience and cognitive processes.

The Rose study is a quantitative study that provides a deep and rigorous look at a dance program that strives to use dance to improve the reading skills of students in three Chicago public elementary schools. The findings showed that the experimental group of first-graders improved significantly in the three areas of reading skills measured: consonant sounds, vowel sounds, and phoneme segmentation abilities. As difficult as empirical studies can be to carry out on a public school population and across two disciplines (dance and reading, in this case), Rose has established groundwork for additional studies in this area and has provided a basic approach to experiments that reveal a great deal about how a typical dance program can affect cognitive development.

> "The use of a common language from dance theory is critical to the future rigor and robustness of dance research..."

Proving causality between variables is difficult enough when those variables are confined to a sterile environment in a petri dish. While we desire predictability in education, children are complex and slippery learners. In education research, we are trying to understand the underlying processes of learning. Our goal is not replicability in the laboratory but improvement in the classroom, a different kind of replicability. Rose's larger sample size (174 in the experimental group and 198 in the control group), timely pre- and post-testing, and rigorous analysis of test scores provide an integrity of process that makes the

impressive positive outcomes (the experimental group started out lower in reading skills and finished higher) exciting and provocative.

Rose, Mentzer & Boswell, and Ross provide important guidance on the future of dance education research and instruction. All three studies view dance experiences as more than simply learning to dance or learning about dance. Dance is defined as a full and powerful modality for interacting with the world of ideas. In addition, in these studies, teachers' goals for the students were overt, supplying clear directions for student learning and facilitating transference. While such practices may not provide the sterility of context that is required by some research methods, they are part of good teaching and can lead to a fuller understanding of how real children learn in real schools.

> "Educational researchers will find these studies a useful step on the longer journey to developing more, better, and more useful research on dance education."

Most of the studies included are instructive in their procedural assumptions but do not clearly define the specific dance activity under study. Future research needs to delineate what the dance variable is (technique, improvisation, performance, or choreography), what the intended outcomes of that specific dance experience are (improved critical thinking skills, increased fluency or abstractness of thinking, better technique, more original choreography, etc.), and how the movements are assessed in relation to the intended outcomes. The impact of such informed, specific, and rich data on classroom practice and student learning would be powerful.

The Need for a Common Language

In order for dance teachers to improve and disseminate their best methods and content, even more research and reflection on effective classroom practice are needed. Both quantitative and qualitative studies should incorporate dance theory as a way of noting and analyzing instructional content and practice and student learning. Dance theory will fill an important gap visible in this collection of studies, the lack of a common language by which to discuss dance and the changes that take place during the course of learning dance.

The use of a common language from dance theory is critical to the future rigor and robustness of dance research, whether it is empirical or descriptive. Getting at the details of movement change, describing shifts in attitude and expression, facilitating the expansion of movement vocabulary, and accurate measurement of such growth are the essence of a sound and useful body of research. The grammar of movement is inherent in dance style and technique, and various methods of analysis have been developed, one of which is Laban Movement Analysis (LMA). LMA is a system of movement analysis that has been used to document elements of movement change in athletes, actors, politicians, and in various cultures, as well as with dancers.

In several of the studies, noting or eliciting specific components of the movement might have allowed for more detailed analysis of the learning. The potential of the level of detail LMA provides could be demonstrated in studies (e.g., Rose) where children made letter shapes with their bodies and moved to the sounds of letters in order to develop early reading skills. By providing language that orients children in space, allows them to articulate (nonverbally) specific configurations of pathway and line, delineates qualities of movement and sound, and relates parts to wholes, LMA could provide data not only on whether the children learned their letters and could form words from them but also on the individual approach each child took. Learning styles and the preferred modalities of each child can be noted through the movement observation.

In addition to delineating specific approaches to learning and providing a means for perceiving the details of change, users of LMA adopt a particular stance toward analysis of the movement components of an event. The trained observer notes no more than what has changed in the mover's configurations. Therefore, the analysis and subsequent interpretation of the data reveal what the mover does, not what he/she does not do. LMA provides a map of the individual child's learning style as well as a way of documenting the evolving content of the child's learning.

The case study of Mentzer & Boswell, in which two boys were studied for creative thinking growth via creative movement experiences, could be enriched by observation of specific movement changes, in addition to the study's analysis of the poetry they wrote and drawings they made. Skotko could have observed the movement changes both the "dancers" and "non-athletes" she studied went through to organize for the motor planning tasks she analyzed. Dale Rose could have recorded the specific aspects of movement that best reinforce language acquisition and early reading skills. And Ross' college students could have written more descriptively and critically about the dance classes they were observing, providing more informed and richer data to track attitude changes.

Aligning Curriculum and Instruction in Dance with Research: Implications for Future Research

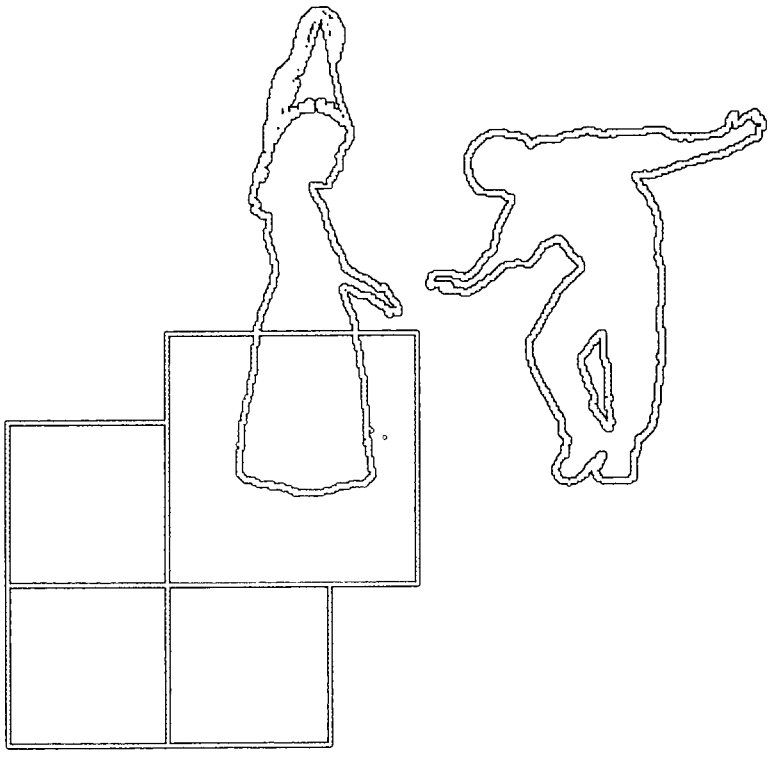
Beyond the need for a common language to discuss the changes that take place through dance, and more and better research, the dance studies in this Compendium illustrate a need for dance curricula in public schools to

reflect current research so that educators and researchers can conduct informative assessments. In order for research to be useful and applicable to real classrooms, teachers and researchers need to share the common goal of reflecting on practice with integrity and insight. Teachers need to know various processes of inquiry and terms of discourse in the field of dance and need to field-test approaches to capturing specific information about how well students are utilizing dance for cognitive development. Researchers need to know the breadth and depth of dance content and open up to the methods of observation embraced within the discipline itself.

The research also suggests that for transfer of cognitive development from dance to other areas of learning and application to be more powerful, teachers should explicitly support transference so that it is more strongly incorporated into meta-cognitive activities, especially activities such as mapping and other such theoretical constructions. Lots of rich evaluative and reflective activities—writing, drawing, discussion, applied projects, product-making within the field (dance-making, performance building) and thoughtful, not rote, practice—are also indicated as productive reinforcements.

Conclusions

Clearly defined, discipline-embedded studies in dance need to be encouraged, supported, and disseminated. With good statistics and in-depth studies of the specifics of particular processes, educators will be able to replicate, amend, and develop the best practices dance education can offer. Educators, parents, and administrators will learn just how potent and effective dance can be with children, intrinsically and instrumentally. And finally, educators can design rich, effective dance experiences with the needs of real children in mind.



drama

STUDY NAME: **The Effects of Creative Drama on the Social and Oral Language Skills of Children with Learning Disabilities**
AUTHOR: Rey E. de la Cruz
PUBLISHED: Doctoral Dissertation, 1995, Department of Specialized Educational Development, Illinois State University, Bloomington, IL

Research Question

Can a creative drama program with an emphasis on specific social and oral language skills lead to increases in the social and oral language skills of children with learning disabilities?

METHODS

Existing research pointed to two developments important to the success of children with learning disabilities. One was the centrality of linguistic skills, variations in which account for most placements of children into special-needs status. The second was consensus in research that children with learning disabilities typically lack social skills necessary for effective peer-to-peer and student-teacher interactions—relations that contribute generally to success in school. While the use of drama to promote linguistic and social development in special education had a history of scholarly advocacy, no one had put the idea to a concrete test.

The study was developed with the assistance of 70 special and regular education teachers who helped define the most important and problematic social skills for children with learning disabilities. What essentially amounted to a factor analysis identified four clusters of behaviors and skills as critical for success in the classroom: (1) courtesy to others—apologizing when actions have injured or infringed on another, (2) self-control—finding acceptable ways of using free time when work is completed, (3) focus—ignoring distractions from peers when doing classroom work, and (4) social compliance—following written directions.

Thirty-five students with learning disabilities were selected from two urban schools with speech centers. They ranged in age from 5 to 11 and had diverse ethnic and cultural backgrounds. There were 21 students in the experimental group and 14 in the control group, apparently divided by school. The main design was a pre- and post-test model with two groups.

The treatment group engaged in 12 weekly 40-minute creative drama activities, three of the 12 sessions aimed at each of the four skill clusters. Separate drama programs with common goals were designed and run in parallel for the students with learning disabilities receiving primary- and intermediate-level instruction respectively. The dramatic activities were designed with the four critical social skill clusters in mind—e.g., one three-week segment emphasized mutual courtesy and recognizing when one's actions hurt another child. The dramatic action in this segment reinforced apologizing.

Comparison-group children received their normal routine of weekly language therapy.

Student language skills were assessed before and after the intervention using the Test of Language Development (TOLD). The Walker-McConnell Scale of Social Competence was used to gauge social skills, along with the Test of Specific Oral and Language and School Adjustment Skills (SLS). Scales within these social skills assessments were matched to the four primary social behavior clusters outlined above. Post-test measures were taken in the two weeks following the program and also eight weeks later to test for sustained effects. In addition to pre- and post-test measures, interviews probed the experiences and conclusions of students in the drama group.—*J.C.*

RESULTS

The researchers used analyses of variance for testing group differences on various post-test measures and pre- to post-test gains. The children who participated in the creative drama program increased their social skills in all four clusters of social behaviors more than students in the control group. They also significantly improved in their oral expressive language skills when compared with the control group. Receptive language skills (acts of interpreting oral speech of others) were not comparatively affected by the drama program. While these results provide indicators of the helpful effects of dramatic activities on the social and language skills of students with learning disabilities, the follow-up test might be considered to be the most critical element of the research design. In comparison to so many studies that halt operation at the post-assessment, this study tests for sustained effects two months later. All post-measures of language and social skills for the drama group held up over time.

When asked about what they learned in the experiment, children most frequently mentioned aspects of courtesy and general peer-to-peer relations—getting along with their classmates. Students also reported that the drama lessons helped them listen and speak better.—*J.C.*

CONTRIBUTIONS TO THE FIELD

The main contribution of this study is that it is the first reported sizable experimental test of creative drama concerning academic and social development of children with learning disabilities. Historically, research studies focusing on children with learning disabilities used linguistic deficits as the main distinguishing characteristic of children in this group. In addition, numerous studies agree, according to the authors, that students with learning disabilities need

adaptive social skills to interact with others more effectively, to be accepted by their peers, and to work effectively within heterogeneous, mainstreamed school classrooms.

This experiment contributes relatively "hard" quantitative evidence that both linguistic and social skills increased through a program of creative drama.—*J.C.*

COMMENTARY

The importance of this study, and of research generally that relates learning in the arts to developments of special-needs populations, is underscored by the fact that about eight percent of all elementary and secondary education students are enrolled in special education programs. Among these children, a majority has designated learning disabilities (2.2 million out of 4.3 million special education students).

The research enlisted 70 regular and special education teachers to help identify important and difficult social skill needs of students with learning disabilities, which grounded the main questions and instruments used in this study. The study used experimental and control groups assessed with standard, scaled tests of social and language development; the work also enlisted systematic interviews to gauge the meanings and conclusions that subjects drew from the experiment.

The study includes detailed appendices describing the various dramatic activities and the inclusion of supplemental interviews. These appendices are helpful windows into this study.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study makes a unique contribution in its focus on the *effect of drama on the expressive and receptive oral-language abilities* of students with learning disabilities. It is appropriately grounded in the rich body of claims and research on the effects of drama as a stimulus for growth in the development of oral language for all students, not just those with learning disabilities.

De la Cruz went to great lengths to compare the views of special education and of general education teachers in terms of the social skills they considered both important and difficult for students with learning disabilities, and focused on only those skills that both groups of teachers agreed on. Thus, her findings pertain to the interest of both groups of teachers.—*B.J.W.*

COMMENTARY

De la Cruz's finding that drama training can improve the social skills of students with learning disabilities is a significant finding for a society concerned about the escalation of violence in schools and the need to balance pressures for accountability with realistic and effective approaches to the social development of students.

An interesting aspect of this study, though not its main purpose, is the comparison between the social skills special education and regular teachers consider important and difficult. An ethnographic study of the ways these two groups of teachers view their students who have learning disabilities, and the ways they relate to them in facilitating the improvement of their social skills, might be revealing. The more teachers understand the challenges of students with learning disabilities and know effective ways to facilitate social and language development the better.—*B.J.W.*

"This experiment contributes relatively 'hard' quantitative evidence that both linguistic and social skills increased through a program of creative drama."

STUDY NAME: **The Effectiveness of Creative Drama as an Instructional Strategy to Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers**
AUTHOR: Sherry DuPont
PUBLISHED: Reading Research and Instruction, 1992, 31(3): 41-52

Research Question

Does a program of creative drama integrated with children's literature contribute to the growth of reading comprehension skills of fifth-grade remedial reading students?

METHODS

The study looked at three groups of fifth-grade students in remedial reading classes that demonstrated comparable skill levels in both the California Achievement Test and the Reading Diagnostic section of the Metropolitan Achievement Test (MAT6). Each group had 17 students. Groups One and Two received a structured remedial reading program for six weeks using six selected children's stories. Group One used creative drama to support story comprehension. Group Two used "traditional," non-remedial methods to support story comprehension—they read the same stories as Group One, followed by vocabulary exercises and teacher-led discussions. Group Three was the control group and continued the ongoing remedial program.

Group One was taught by the researcher; Groups Two and Three were taught by their regular teachers. The study acknowledges the challenge of having the researcher provide the creative drama intervention. The researcher worked closely with the other two teachers to ensure that the teachers used similar and detailed lesson plans and common learning outcomes. This helped to validate inferences about observed instructional outcomes.

The study used the MAT6 for pre- and post-study assessments of reading comprehension. Groups One and Two also used a weekly criterion-referenced test (CRT) to assess story comprehension, since these two groups focused on children's literature as part of their instructional designs. (A CRT asks factual or inferential questions, which have right and wrong answers, and sometimes better and worse answers. Higher scores indicate higher comprehension of a story). A team of three reading teachers/specialists and the researcher designed the CRT linked to the stories used in this research; an independent panel also reviewed this test.—*J.C.*

RESULTS

The study finds that "...when children have been involved in the process of integrating creative drama with reading they are not only able to better comprehend what they've read and acted out, but they are also better able to comprehend what they have read but do not act out, such as the written scenarios they encounter on standardized tests." This is an important finding that warrants scrutiny and additional research—that drama not only contributes to the immediate subject of a dramatic enactment but also associates with comprehension of written stories unrelated to the drama activity. This is an instance of transfer of skills in one arena to skills useful more generally, albeit a closely related transfer. The observation suggests that some sort of disposition in a child's approach to reading may be influenced by the connection between dramatic enactment and reading. Comparisons across all three groups show that the group using creative drama achieved significantly higher scores on the CRT than the traditional group (Group Two); the creative drama group also outscored Groups Two and Three on the MAT6 reading achievement test. Analyses of variance show that Group One is the only group showing a significant increase from pre- to post-test scores. Group Two actually displays a significant decrease in the MAT6 test scores—perhaps because the test-retest protocol can turn children off to retests following too soon on the heels of a first test. Group Three also shows a decrease in mean scores from pre- to post-tests, but this decrease is not significant.

The research has some design limitations and interpretation puzzles linked to factors such as the use of intact classes rather than random assignment to groups, the rather small size of the respective groups studied (17 students in each), and the use of the researcher as a teacher. The study, however, is designed to minimize these impacts through careful pre-testing and coordination between the researcher and other participating teachers.

There remains the possibility that children in the researcher-led class using creative drama knew that something important was up and gave the post-test more effort than did the other two groups. This raises the possibility that an unknown combination of at least two conditions propelled the positive results—the positive impact of creative drama linked to reading, and the positive impact on motivation brought by a guest drama teacher bringing something new to reading lessons in the classroom.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study finds that fifth-grade remedial reading students engaging in a six-week course of literature-based "creative drama" show significantly greater gains in story comprehension than students in a discussion-based program and a control student group. An important contribution of this work is that it involved fifth-graders, in comparison with a majority of literacy-related drama studies, which experiment with preschool or early-primary-grade children.

Another contribution is that the entire study population suffered shortfalls of reading skills for their grade level and thus all were at high risk of subsequent difficulties across the school curriculum. Moreover, this study found skills gained through drama *transferred* to skills in comprehending literature not presented as part of the program, a claim that must be taken seriously and scrutinized carefully.—*J.C.*

COMMENTARY

DuPont uses the term "creative drama" to indicate the practice of reading non-illustrated story text, followed by children's invented (or created) scenes prepared for enactment, along with "oral and pantomimed" extensions of their stories. She anchors the label in a 1975 term defined by the Children's Theatre Association of America to mean "...*an improvisational, non-exhibitional, process-centered* form of drama...(where children)...imagine, enact, and reflect upon human experience."

This is a thoughtful study with results worth attending to. The author suggests that "...merely reading and discussing children's literature is not an effective means for enhancing reading comprehension as measured by standardized tests," at least for remedial readers. This is a strong claim, since reading and discussing are the bread and butter of traditional reading instruction at the upper-elementary-school level. An extension of the main work within this study leads to suggestions that creative drama can improve children's *attitudes* toward reading by associating reading with a fun activity; such engagement, as theory should hold, encourages more reading and may also enhance mental imagery of written material. Such imaging skills and dispositions have been found to associate with comprehension of written text.

The study's findings suggest areas where additional research might pay off, including extending the study to students with higher levels of reading skills and assessing the effectiveness of creative drama in substantive content areas such as social studies and science. That is, research could test the idea that one can learn more science (or about a particular theme or unit within a science course) through creative drama than through other modes of instruction.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This research was carefully planned and executed, with every attempt made to make the three groups of studied children (each group involved two classes of eight to nine remedial reading students) as comparable as possible. In addition, instructional strategies during the specified reading lessons were strictly adhered to. This lends more credence to the finding that integrating creative drama with children's literature produces better reading comprehension than just using the same literature without creative drama or basic skills instruction.

The study also calls attention to the intriguing, yet untested possibility that creative drama assists students in developing "mental images" of stories, which in turn helps with comprehension.—*B.W.*

"...when children have been involved in the process of integrating creative drama with reading they are not only able to better comprehend what they've read and acted out, but they are also better able to comprehend what they have read but do not act out, such as the written scenarios they encounter on standardized tests."

COMMENTARY

The research, while illustrating the power of combining drama with literature as a reading technique, still suffers from the fact that the researcher was the teacher of that experimental condition. While there were steps taken to ensure fidelity of instruction during the specified reading lessons, what remains unresolved without qualitative research is the influence of differential instruction during the rest of the school day. We know nothing about who the teachers were during the remainder of the day or their pedagogical style. Students don't learn comprehension skills just during reading class. How much of an impact did that other instruction have on students' reading comprehension?

The research points to some important and interesting unresolved questions. First, it remains unknown why students with creative drama instruction performed better, both on the criterion test and on transferability to a standardized test of comprehension. Second, the author asks whether the power of dramatic acting as a tool for comprehension might be used in other areas of learning such as mathematics or science. And, finally, are most poor readers inclined toward kinesthetic-tactile learning styles? What implications might that have for teachers in carefully assessing students' learning styles and in tailoring instruction that ensures an optimal match between learning styles and instructional practices?—B.W.

STUDY NAME: **Role of Imaginative Play in Cognitive Development**
AUTHOR: Robert S. Fink
PUBLISHED: Psychological Reports, 1976, 39: 895-906

Research Questions

Does training in imaginative play influence the imaginativeness of subsequent unstructured free play among kindergartners?

What is the impact of adult-led training in imaginative play on specific cognitive developments of kindergartners in contrast to two alternative conditions: (1) supervised but unguided free play and (2) routine attendance in a kindergarten class?

METHODS

This study addresses the potential roles of imaginative play (or creative role-playing) on two foundational cognitive abilities of children—referred to as "conservation" and "perspectivism." Conservation refers to an individual's understanding that attributes of persons or objects in their environment may remain constant when these persons or things take on additional attributes: a father who becomes a doctor would still be a father. Two types of "perspectivism" are also examined. "Physical perspectivism" refers to an understanding that the physical arrangement of the environment remains the same even though one moves among different vantage points. "Social perspectivism" refers to an ability to sustain understanding of kinship relations or social relations within a group: is this father also a brother, and how would you justify this? The kindergartners examined in this work were relatively weak in both conservation and perspectivism at the start of the study.

The study involved 36 kindergarten children randomly assigned to one of three groups: (1) adult-structured group training in imaginative play processes, (2) free-play activity in the non-directive presence of the experimenter, and (3) a control group. Each child was observed before, during, and after the experiment by each of five trained observers.

For the experiment, one group was assigned to a training condition in which groups of four children met twice weekly for four weeks of coached imaginative play. The investigator introduced a theme, encouraged the children to create props using materials provided, and initiated imaginative play. The second group was also divided into groups of four children who met with the investigator on the same schedule as the training group. Their intervention consisted of a free-play period with no structured training. The control group continued regular kindergarten activities. After one month, all children in the three groups were again tested for conservation and perspectivism.—*J.C.*

RESULTS

The pre and post observation-of-play results provide evidence that higher levels of imaginative play can be taught to young children through teacher-initiated activities and modeling. Moreover, these behaviors are retained after the completion of the training. The study found that "...the children in the (imaginative play) training group demonstrated a significant improvement in play imaginativeness during the post-training observation."

The training in imaginative play was also linked to developmental gains associated with social roles. While all three groups improved on conservation and perspective-taking tasks over time, the training group, coached in imaginative play, consistently improved on both measures more than the two comparison groups.

"...coached imaginative play contributes to important social developments of children."

These results suggest that coached imaginative play contributes to important social developments of children. As Piaget described, the passage of children between very young ages—"pre-operational" (2 to 3 years) to a more mature period (7 to 8 years)—is marked by significant differences in the way children understand the world around them. At the pre-operational stage, the child "assimilates" events and conditions around him or her, making events, people, and places fit his or her preconceived views of the world. This egocentric stance gradually gives way to a more accommodating stance by the child toward his/her own environment—one in which the child shows evidence of a more generative and plastic take on the world. This is a stage in which the child begins to understand the world around him both in his or her own terms, as before, but also *in the terms of the other players on the stage.* It is in this transition that children grow in their skills at conservation—of social roles particularly in the case of imaginative play, and in perspectivism—a set of skills permitting accurate and consistent comprehension of social situations through different vantage points.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This early (1976) study differs from others in the Compendium mainly because it examines very specific cognitive functioning impacted by imaginative play, rather than more holistic skills such as reading comprehension or story sequence recall, which are assessed in many drama/academic skills studies. The author finds that kindergartners who engage in imaginative play training sessions show significant improvement in two important Piagetian

developmental measures—conservation and perspectivism. Conservation and perspectivism are critical building blocks allowing children to make physical and social sense of the world around them.—*J.C.*

COMMENTARY

The study provides evidence that given appropriate modeling and resources, the imaginative play of young children can result in important developmental gains in contrast to play under a mock training experience (meeting with the investigator who merely supervised free play) or in the typical routines of the kindergarten classroom. This study offers useful guidance for classroom activities, and supports the existing research on the ability of imaginative or dramatic play to enhance psychological and intellectual development.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study highlights the importance of imaginative play in a young child's cognitive development. In particular, the study calls for a modification of Piaget's theory, which suggests that imaginative play experiences do not aid in cognitive development. Instead, the research suggests that, contradictory to Piaget's assertions, imaginative play can help a child develop cognitive abilities.—*C.G.-P.*

COMMENTARY

This study suggests that more research is needed that pays attention to how a child's playtime is structured. This has implications for practice, in that it suggests that teachers can facilitate the development of imaginative play by suggesting possible themes and using appropriate props to support play.—*C.G.-P.*

STUDY NAME: **A Naturalistic Study of the Relationship Between Literacy Development and Dramatic Play in Five-Year-Old Children**

AUTHOR: Jennifer Ross Goodman

PUBLISHED: Unpublished Ed.D. Dissertation, 1990, George Peabody College for Teachers, Vanderbilt University, Nashville, TN

Research Questions

How is literacy used within dramatic play and why?

What factors influencing how literacy is used within dramatic play are important?

METHODS

This study was carried out in a school serving a college campus. Subjects were children of college employees representing a wide range of income and education levels. The research was carried out in an intact preschool classroom with 17 children (one African-American, one Asian, 15 white; 12 girls, five boys; ranging between just under 5 to 6 years of age). The class used dramatic play on a nearly daily basis over five months. Ninety-seven play episodes were observed. Themes within dramatic play ranged from the very common (house, family, school, stories) to the occasional unique subject (farm, fishing, concert).

The researcher used traditional ethnographic methods to categorize themes of the children's drama and to explore the literacy activities of children during dramatic enactment. The researcher worked to minimize the intrusiveness of the research on classroom behavior by taking on a routine role of assistant teacher over the entire five months. Data collection included participant observation, informal interviews, and document analysis. As the study progressed, tape recording and videotaping were introduced to support analyses. The researcher focused on a variety of literacy-related phenomena: functional uses of literacy; the ability of children to translate familiar stories into play texts; use of play to establish physical setting and to present stories; the use of personal themes; and modes and degrees of social interaction.—*J.C.*

RESULTS

"Literacy" was the primary focus of this research—the use of reading skills, decoding written materials and drawing inferences, and translating narrative and sequence into dramatic text. The study finds that one common form of literacy served to organize children's play—namely that children's favorite stories often become the basis for many play scripts. Children also used literacy skills in composing their play scripts. Both teacher/student and student/student interactions influenced children's choices about the importance and use of literacy within their plays. The settings of literary texts appeared in varying degrees in their dramatizations.

Through play, the children exhibit important facets of their literacy—their ability to read texts and materials (even artifacts) related to their play, their use of written artifacts within their play, and their efforts at composing scenes and plays. Within the "risk-free" atmosphere of dramatic play, children are also able to expand their use of literacy skills. The researcher notes a positive relationship between creating stories and translating stories into play texts. Such translation includes establishing settings, characters, character relationships, and plots.

In the words of the study's author: "This study supports the use of dramatic play in literacy learning in that children are frequently using literacy on their own as well as with teacher direction." The use of literacy by children in drama suggests a significant "opportunity benefit," namely supplanting non-learning, self-directed time with the literacy-rich activities of drama.

The dramatic play examined in this study also exposed an aspect of literacy internal to dramatic enactment apparently important for the motivation of children to gain literacy skills. Literacy objects were perceived as giving power to the possessor (the child with the map was allowed to direct play). Moreover, literacy in the form of detailed understanding of texts appeared to give power to playwrights. And the ability to direct play also reflects the children's "storying" skills and appears to elevate their social status within the classroom.—*J.C.*

CONTRIBUTIONS TO THE FIELD

The main contribution of this study to the body of research on drama and learning is its singular focus on the use of reading, writing, and written artifacts within the dramatic activities of pre-kindergartners. Literacy refers to reading and writing skills. Literacy is *used* in drama when children decode texts or scripts for enactment, use written or symbolic documents (such as a ticket or a map) within a play, or when they write scripts. We include a number of studies of reading comprehension and story understanding linked to dramatic enactment in this Compendium, but only in this study do we see an inquiry into the effects of using reading, writing, and written objects within dramatic activities. What results is a refined portrait of critical cognitive developments occurring through drama. The researcher finds that "dramatic play is a vehicle whereby children can both practice and learn about literacy skills and begin to develop 'storying' skills which might be used in story writing."—*J.C.*

COMMENTARY

This study provides a thoughtful analysis of how dramatic play among pre-kindergartners fosters the development of literacy skills and how the specific use of literacy activities and artifacts within dramatic play can reinforce reading and writing

development. Because 5-year-olds are at fairly early stages of "literacy" development, dramatic play may be all the more important for these children if the dramatic form provides a motivating context for learning about literacy, using literacy skills, and exploring new and abstract concepts. In the findings of this study, drama provides that context.

The relationship between creating play texts and writing abilities was not addressed in this study, but would be a good candidate for extended work with this sort of program—specially for somewhat more mature readers and writers such as fourth- and fifth-graders.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This qualitative investigation makes a distinct contribution from most of the other studies in this Compendium in that data were collected in a naturalistic setting (a regular kindergarten classroom) over an extended period of time (five months). Furthermore, the purpose was not to test a pre-determined hypothesis to explore the effect of arts on student learning. Rather, the research describes the relationship between dramatic play and literacy and then goes on to explore some of the critical factors that influence that relationship by using richly textured qualitative data.

The research provides powerful evidence that dramatic play is an important vehicle whereby children can both practice and learn about literacy skills and knowledge.—*B.W.*

COMMENTARY

The biggest shortcoming of this type of research is the lack of generalizability to other settings. To what degree are the findings only applicable to the Caucasian, middle-class students in the study? In addition, the sample included a preponderance of females (12 females and five males). While some examples were offered from the boys, most of them were from the girls. Might the relationships look different in a predominantly male or balanced-gender context? The richness of findings from the detailed observations however, generally outweighs concerns such as these.

The research highlights three messages that transcend age and content. That is, the findings apply not only to young learners but also older ones and not only to literacy but also other aspects of learning. These have important implications for classroom practice. First, the physical setting in which learning takes place is critical; it is important to have it be both rich and ever changing if learning is to be maximized. Second, the learning environment needs to take advantage of students' personal interests. To de-contextualize learning from what students know and understand restricts the learning potential. And, finally, learning is highly relational. Quality learning requires extensive opportunity for student-student and teacher-student interaction.—*B.W.*

"The research provides powerful evidence that dramatic play is an important vehicle whereby children can both practice and learn about literacy skills and knowledge."

STUDY NAME: **An Exploration into the Writing of Original Scripts by Inner-City High School Drama Students**
AUTHOR: Jeanette Horn
PUBLISHED: New York, NY: National Arts Education Research Center. National Endowment for the Arts/United States Department of Education, 1992 (ERIC: ED366 957)

Research Question

How do ethnically diverse students in an urban theater magnet high school work collaboratively to conceive of and write original theater pieces regarding topics of interest to them?

critical links

METHODS

This study took place over a school year in the "theater institute" at a New York City high school—a magnet school within the school. While there is an audition process for admission to the school, all students who express a genuine interest are accepted. The teacher/researcher (T/R) conducted the double-period, daily theater class for the seniors in the school. As part of their theater magnet school experience, the students had studied various aspects of theater an hour per day as 10th- and 11th-graders. Even with this background, the students entered the senior year theater class with common, doubting feelings: traditional theater was "not for people like us," "no one looks like us on stage," and "no one writes about the dreams and problems we share."

In the senior-year class, students were encouraged to write and perform an original play addressing something of relevance to themselves. The T/R coached and facilitated the student work but did not tell the students what to write. She led the students through various activities designed to engender creativity (e.g., visual awareness), sense of ensemble (e.g., listening skills), and playwriting skills (e.g., character sketches). The T/R used a variety of strategies to document the class. Instruments included interviews, tape recordings of student discussions and scene rehearsals, observations of audience reactions, and reports of other teachers and the school principal. The T/R also administered pre- and post-questionnaires; the T/R and students maintained logs. The students ultimately chose to write and perform plays of their own, although as described below, the start-up phase proceeded with great hesitation.

Several students left the researcher's program during the course of the school year, mainly at the semester break when students are reviewed for overall progress in school. Thus the researcher obtained a full set of observations and other data for 29 students.—*J.C.*

RESULTS

The program established guidelines and training aimed at student playwriting, but the students began the program with little sense of just how to proceed. Initial, exploratory writing exercises showed that the students struggled even with what to write about, much less about how to conceive of an issue or interest area that might become a play. But the challenge (and the teacher) kept a spark of interest alive and students slowly became more pro-active. They looked less to the teacher and more to themselves for ideas and were more responsible for their ideas. They collaborated in discussions of each other's evolving scripts. Attendance improved over the year. Students began using the school and local libraries regularly. And in contrast to the early weeks, when students could find nothing to write about, they ended up writing far more than they could address in their dramatic productions. All students who began the program did not get this far, but for the 29 who remained for the entire year, the impacts of the theater institute were unmistakable.

Students provide evidence of important growth in self-perception and behavior over the year. Students increasingly saw themselves as leaders and as important members of the class. Library registration increased from 25 percent to 85 percent of the class over the year; and the percentage of students agreeing that they knew how to put on a play went from 25 percent to 57 percent. (In a theater magnet school program, this last development seems an important accomplishment; but it seems an excessive responsibility for a capstone course. What did these students learn about theater in grades 10 and 11?)

The resulting story is one in which incipient halting, nonproductive struggles with a problem give way to sustained activities, informed through the use of multiple outside resources. This outcome evokes Bransford's notion of "unsequestered" problem-solving outlined in his recent review of research on the "transfer" of skills.[1] (See the essay on *transfer* in this Compendium). Unsequestered (*freed-up*) problem-solving refers to acts of stretching toward a quality product or performance through identifying and seeking out helpful resources and taking time to do so—as opposed to stopping at ready solutions and refusing to take risks of being wrong.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study makes more than one valuable contribution to the domains of theater/drama and academic and social development. First, it focuses on writing dramatic scripts and setting up productions by students—and not solely on dramatic story re-enactment and fantasy play, which dominate the literature. Second, the study's subjects are high school seniors—only a handful of Compendium drama studies involve students beyond the elementary school level. Third, this study focuses on collaborative creative processes in the making of dramatic art—the program became a laboratory for spontaneous and guided cooperative learning. And finally, this study uses a teacher/

1 John Bransford and Daniel Schwartz (2000) Rethinking Transfer Chapter in Review of Research in Education, Volume 24. Washington DC: American Educational Research Association

researcher model in which the teacher serves two hours per day, all year as the instructor for the students. Researcher engagements as teachers in other studies in the Compendium are typically low intensity, occasional, and active for no more than a few days or weeks.—*J.C.*

COMMENTARY

This is a year-long, non-experimental study. Although a variety of instruments are used and specific data collected, most of the data from interviews and questionnaires take a fairly minor supporting role in the conclusions drawn by the researcher. The most important findings of this study relate to the arc of the students' lives in this classroom over the school year. The portrayal comes as much from the researcher's sense of what went on and how things changed over the school year as it does from changes in student answers from pre- to post-program questionnaires.

This is a study of playwriting and performance. But clearly it is also a story of adult mentorship. Individual attention or connection can sometimes turn an indifferent academic career into a productive and positive experience. These students ultimately benefited from writing and enacting their plays; but a dogged coach interested in their welfare seemed to serve as a necessary catalyst.—*J.C.*

"...provides a comprehensive case example of how action research can be used to improve practice..."

CONTRIBUTIONS TO THE FIELD

This study makes a significant contribution to understanding how the dramatic arts—coupled with a collaborative pedagogical approach focused on continual improvement—can improve student engagement in learning as well as higher-order thinking skills. The teacher/researcher in this case provides a comprehensive case example of how action research can be used to improve practice and motivate an ethnically diverse group of inner-city high school drama students.—*C.G.-P.*

COMMENTARY

In this study, dramatic writing is used as a curricular vehicle to assist students in developing critical thinking and collaboration skills. The study documents that it is not just dramatic writing but also the process through which students are taught that is important (e.g., dramatic writing requires critical thinking skills). The researcher-teacher used a collaborative/democratic approach to instruction requiring the class to write a play together; thus, they were dependent upon each other. With the current push for higher test scores nationally, this study points to the importance of valuing higher-order thinking skills.—*C.G.-P.*

STUDY NAME: **A Poetic/Dramatic Approach to Facilitate Oral Communication**
AUTHOR: Larry Kassab
PUBLISHED: Unpublished Doctoral Dissertation, August 1984, Department of Speech Communication, Pennsylvania State University, State College, PA

Research Question

What is the effect of a six-week poetry/drama workshop on: the willingness of students to communicate orally; their oral communication skills; their feelings at the time of oral presentation; and their self-confidence and self-image?

METHODS

This study involved 27 sophomores in a rural public high school in Pennsylvania. A workshop was implemented in an intact classroom with 22 academic, one business, and four vocational students (15 females and 12 males). The intervention consisted of 28 sessions over a six-week period led by the researcher—a relatively intense program in a domain where twice-weekly drama sessions or a few days of dramatic enactments are more the mode. The workshop was voluntary, but the entire class agreed to participate and no one withdrew.

In the first segment of the study, students were introduced to the basic form and conceptions of poetry and encouraged to write poems emphasizing personal feelings and thoughts. Once the poetry-writing segment was completed, the researcher provided oral presentation skills instruction and coached students toward oral interpretations of their poems. The final segment entailed rehearsals and presentations.

Data were gathered from seven sources: two assessments by the regular teacher (*Pre-Workshop Student Assessments and Assessments of Final Presentations*), four student self-reports and questionnaires (*Profile Questionnaire, Initial Self-Report, Interim Reaction Report, Final Questionnaire*), and the researcher/instructor's log of *Daily Observations and Interpretation*. The questionnaires were designed to capture student behaviors and student learning from three different vantage points.—*J.C.*

RESULTS

The study found that the workshop on the oral interpretation and dramatic presentation of personal poems improves oral skills, increases comfort with oral communication, and enhances self-esteem and self-image. The first two results seem straightforward—speaking before classmates over time cultivates speaking skills and increases self-confidence. The likely causes of observed and reported advancements in self-esteem and self-image are open to alternative explanations presenting personal poems in a supportive environment might have such an effect; so might increased confidence in oral communication more generally. No data were collected on the students' willingness to engage in, or their effectiveness in speaking in, their other classes or in other settings—something the researcher might have done as part of the experiment or during the weeks and months after the program. The limitations of the study do not detract, however, from the apparent core effectiveness of this pedagogical design.—*J.C.*

CONTRIBUTIONS TO THE FIELD

One contribution of this study is the unique set of behaviors drawn into its lens. Kassab's experiment differs from others in the drama section of the Compendium in three ways. One is that it involves student-composed poetry at the core of the dramatic act, and not the commonly utilized stories by other authors or student-created fictional narratives. The second difference is that the emphasis is on the personal, self-reflective, nature of the "play"—or poetry enactment in this case. And the third difference is that the enactment balances the poetic composition with effective oral delivery as the essential dramatic art of the program. The study also contributes positive findings about the effects of drama on both academic and social development—namely, increased oral communication skills as well as increased self-confidence noted below.—*J.C.*

COMMENTARY

Improving oral communication skills and student comfort with oral communication has strong implications for classroom success. The use of reading poetry aloud to encourage and support oral communication is well established in the therapeutic community and holds relatively untested promise for school-based use. This study begins to examine this link.

The study's design is too limited to draw broad conclusions, but it does provide evidence that this approach brings benefits to students. This study makes a good case for the promise of further research into the effectiveness of poetic interpretation accompanied by oral presentation in supporting both academic and social growth. The study perhaps serves best as a first step in establishing a classroom program and a set of data collection protocols around which a more rigorous investigation could be designed. The study offers many areas where spillover benefits and/or transfer might be probed: these include whether there are any residual results from such an intervention over time, whether the types of writing undergirding dramatic enactment (e.g., poetry vs. expository prose) produce different results, and whether the skills gained in this type of program (or in other programs aimed at the same oral communication goals) impact academic achievement.—*J.C.*

CONTRIBUTIONS TO THE FIELD

The importance of this study centers on its suggestion that poetry writing and oral presentation can improve communication skills. Of equal importance is that the study's findings are dependent upon the particular pedagogical approach used by the instructor, namely that the workshops served as a supportive learning environment (free from criticism and judgment) for the students. The author suggests that a supportive learning environment coupled with a poetic/dramatic approach can improve a student's oral expression. Thus, the study highlights one possible way of improving oral communication skills.—*C.G.-P.*

COMMENTARY

This study highlights the importance of examining the process by which the arts are taught to students. Studies often assume that adding art instruction will lead to improved student outcomes. What these conceptualizations miss is how the structure of the classroom environment can influence how the arts impact student learning. In this case the author of the study created an environment in which students worked in groups and their input and concerns were valued. So it is difficult to disentangle the impact of the use of poetry and drama from the noncompetitive and nonjudgmental learning environment created by the instructor/researcher. Additionally, the study also suggests that the lack of emphasis on public speaking in high schools leaves many students with weak oral communication skills.—*C.G.-P.*

"...makes a good case for the promise of further research into the effectiveness of poetic interpretation accompanied by oral presentation in supporting both academic and social growth."

STUDY NAME: **Drama and Drawing for Narrative Writing in Primary Grades**
AUTHORS: Blaine H. Moore and Helen Caldwell
PUBLISHED: Journal of Educational Research, November/December 1993, 87(2): 100-110

Research Questions

What are the effects of thought-organizing activities involving drama on narrative writing in comparison to traditional pre-writing-planning activities?

What are the effects of thought-organizing activities involving drawing on narrative writing in comparison to traditional pre-writing-planning activities?

critical links

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METHODS

This was a reasonably large-scale study by the standards of research in educational psychology, involving 63 students. The students were randomly chosen from the second- and third-grade classes in a single school. The study was conducted in a rural area, predominantly populated by lower-middle-class Caucasians. The study took place over 15 weeks, mid-length among studies commonly seen.

Three groups were compared. One group focused on drawing activities, one group on drama activities, and the third served as a control group experiencing a traditional question-and-answer approach to developing narrative writing skills. The drama activities focused on individuals' ideas for stories. Students in the drama group used poetry, pantomime, games, movement, and improvisation to develop their narrative writing. Students in the drawing group used figure, action, and setting drawings to develop their narratives. A third group used no special intervention to promote narrative writing skills. The teachers had two 2-hour training sessions to learn how to lead and facilitate these sessions. Teachers were rotated among groups to ensure that teacher differences would not unevenly influence the quality of the writing. This was a thoughtful and validating feature of the design.

All three student groups began each week together in a 15-minute session discussing the various aspects of narrative writing. This included issues, characters, settings, dialogue, endings, and other aspects of narrative writing. Then each experimental group broke off on its own to continue a 45-minute session of either drawing or drama exercises followed by a 30-minute session of writing. The control group followed with a traditional lesson plan from a school text.

The writing exercises were rated every week. The researchers developed the rating scale based on both holistic and analytic scoring plans. They first registered overall impressions and then scored individuals on overall writing skills, ideas, organization, style, and context. The multiple assessors in this study attained an inter-rater reliability of .96.—*J.C.*

RESULTS

This study found that when the curriculum is designed to develop specific writing skills and the teachers are trained on the substance and implementation of the planned exercises, drama and drawing can significantly improve the quality of narrative writing for second- and third-graders. This is consistent with a limited number of other studies that have used drawing to enhance writing, and a more abundant array of studies that connect dramatic activities with verbal skills and writing proficiency.

Repeat-measure Analyses of Variance (ANOVAs) were used to test for significant differences in narrative writing skills across the three groups. In general, the differences between the program and control students were substantial and significant at $p > .001$ (i.e., the chance that the true differences were zero was less than 1 in 1,000). The authors conclude that drama and drawing are an effective method to warm up or rehearse students in ways that boost narrative writing performance.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study makes significant contributions to our understanding of roles dramatic activities can play in the development of writing skills. The results show statistically significant differences between the overall narrative writing scores of both the drama and drawing groups in comparison to the control group. Drama and drawing were equally effective, but since writing was assessed weekly, the authors were able to observe that the drawing group started out more slowly in effectiveness before its participants caught up with the drama group. The design of the study itself is also a contribution to this area of research, particularly its attention to the dynamics of learning over the 15 weeks and its clear descriptions of the tested activities. The authors do more than most researchers to explain the study's specific drama and interactive activities.—*J.C.*

COMMENTARY

The authors present a very anchored study. Their review of the literature displays an exceedingly comprehensive list of resources and references. Moore and Caldwell are working with an understanding of the existing knowledge and theories in their field. The design of the study is very high in quality. The pre- and post-testing and analytic designs are well conceived; scale reliability tests are strong. Although the authors designed the tests and evaluation criteria, independent assessors analyzed the results. What is being measured is very clear. The study applied to second- and third-

graders, but seems to have implications for a wider group of students. The overall clarity of description would permit this study to be used as model for other programs.—J.C.

CONTRIBUTIONS TO THE FIELD

The study's results support the ideas that pre-writing planning activities are important for second- and third-graders and that the multi-modal work—drama and drawing—contributes to development in a third communication area—writing. It is important work the results of which should be recognized.

Staff development work with teachers in preparation for this study was extensive and, over time, seems to have been both persuasive and effective. The primary conclusion that such time is needed for the implementation of practices that link disciplines and activities is an important one for others who do this work to consider. As time for staff development becomes less and less available in our crowded school schedules, such a lesson should not be forgotten.—*T.B.*

"...drama and drawing can significantly improve the quality of narrative writing for second- and third-graders."

COMMENTARY

The authors of this study place their work in the context of a growing body of research by scholars in other fields who have documented the effects of "planning" or pre-writing on student writing and who have developed support for multi-modal approaches using drama and drawing that have the process of composition in common with a third communication system (writing). This multi-modal instructional characteristic is one that others seeking to relate or integrate instruction from different domains should consider. The strength of the multi-modal approach cannot be judged from the abbreviated presentation used in this paper, but the expanding number of such studies suggests that the topic is an important one to those engaged in studying and teaching writing processes.

The fact that this study is a large-scale one, conducted over several weeks of time and involving a varied group of teachers, just as you would find in a real school system, makes the research especially important. The control group is significantly like a traditional language arts group so few should question the results of the study. Every opportunity seems to have been provided for all the groups to be successful.

Similar work with students of different ages would be interesting. The positive results need to be highlighted in more widely read journals than the *Educational Researcher*. The linkages to studies in other areas—modalities—are important to note and to point out to those in schools who question the value of integrated work. Arts-in-education personnel who use integration or infusion approaches should know that there are others doing work with similar concepts in other disciplines and are finding research that supports their efforts. A little transfer to arts in education would be nice.—*T.B.*

STUDY NAME: **Children's Story Comprehension as a Result of Storytelling and Story Dramatization: A Study of the Child as Spectator and as Participant**
AUTHOR: Anita Page
PUBLISHED: Doctoral Dissertation, 1983, University of Massachusetts, University Microfilms International

Research Question

Does story dramatization enhance story comprehension among first-graders?

METHODS

This study tests for differential effects on story understanding brought through dramatizing stories versus listening to adults reading stories. A traditional experimental approach to such a question would be random assignment of subjects to two groups, exposing one to dramatization and one to listening, and comparing effects for the two conditions. This study takes an added step to boost the validity of claims made on behalf of either treatment. The study is carried out in two phases so that any pre-existing advantage to either group in a paired comparison is essentially nullified. In the first phase, one of the two first-grade groups listens to a story read by a teacher. The other group listens to an audiotape of the same story and proceeds to engage in a dramatic enactment of the story. The same routine is carried out for the two second-/third-grade groups. Children are tested for story understanding through a 10-item test of comprehension, a picture sequencing instrument, and a telling of the story by each child to an interviewer. In the repeat phase, the same procedures and measures are carried out, but the groups who listened to a teacher-read story now hear the audiotape and proceed with an enactment—and vice versa. The author reports careful attention to the vocabulary, structure, plot, and complexity of the two stories involved in the respective phases of the study. As described, the stories were equivalent in potentially important respects such as length, structure, and vocabulary level.

In addition to testing for several main effects across each pair, the author examines effects at the first-grade level versus the second-/third-grade level. The author attends to the basic reading levels of subjects by referencing student files.—*J.C.*

RESULTS

This study reports several significant results. One is that children are more engaged during dramatizations than when just listening. Another is that several key ingredients of story understanding are better conveyed through drama: main idea, character identification, and character motivation. These are essential elements of comprehension. Both modes are effective in promoting recall of story sequence, story details, and story vocabulary.

Beyond the main treatment versus comparison group effects, drama had more effects on the younger (grade one) students than the older students (grades two and three). The author draws a reasonable inference that drama in this study was more beneficial for less developed readers than for more developed readers, signified at first by the grade-level distinction. When outcomes are compared for students within groups by reading level, this inference is reinforced. Story understanding effects are greatest for first-graders reading below grade level.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study offers firmly grounded evidence of certain benefits of using drama in the classroom to enhance children's story understanding. One result, a finding seen commonly in drama and the arts in education more generally, is that children are "more engaged and involved through drama" than they are through storytelling by teachers reading from books. Another result is an indication that drama is more effective in promoting story understanding for very young children (first-graders) than it is for second- and third-graders. A corollary is that children with lower reading skills, and those reading below grade level, are the greatest potential beneficiaries of enacting stories in order to understand them.—*J.C.*

COMMENTARY

Many studies link dramatizing text to enhanced understanding, particularly increased story understanding and reading comprehension. Such studies receive much attention in this Compendium. Story understanding through spoken and written presentations was also featured in the Podlozny meta-analysis summarized in this volume, an analysis that examined the effects of 109 studies of classroom drama published since 1950.

This study could be considered an anchor study in this domain. One reason is its very strong and appropriate experimental design; a second is that its focus on story comprehension represents the modal work in the area of drama and academic learning. But its influence on the literature surrounding learning through drama may have been limited because it is available as a doctoral dissertation and not through a more widely accessible outlet such as a book chapter or journal article.

The study's research methods are of particular value and worth comment up front. The study went beyond a simple treatment and control group design to test its hypotheses. The author used randomization to establish two pairs of

comparison groups (a first-grade pair and a second-/third-grade pair) and followed a clever design, which repeated the intervention so that both groups at each level received the drama treatment once as part of the experiment.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study makes an important contribution to thinking about how drama can be used to teach reading. It suggests that the dramatic arts (storytelling with dramatic effect and story dramatization by students) can improve reading comprehension. Additionally, it highlights how children are more engaged and involved in learning when participating in story dramatization rather than listening to storytelling by the teacher. Rather than being passive receivers of knowledge, students who make dramatic presentations of stories may reach a deeper involvement in a story, particularly students who are reading below grade level. In the current political climate, which emphasizes the importance of basic literacy, this study shows how the dramatic arts can contribute to and improve basic skills.—*C.G.-P.*

"...children with lower reading skills, and those reading below grade level, are the greatest potential beneficiaries of enacting stories in order to understand them."

COMMENTARY

As the author notes, one of the most common approaches to teaching reading is having a teacher read a story to students. The study suggests that the dramatic arts could be a useful addition to reading programs and assist students with story comprehension, particularly when students are active participants in story dramatization. The deeper implication of this, as the author suggests, is that while elementary teachers are supportive of creative dramatics, many do not actually use classroom drama in their classrooms. This points to the need to understand why many teachers do not use dramatic arts to increase literacy.—*C.G.-P.*

STUDY NAME: **The Impact of Whirlwind's Reading Comprehension through Drama Program on 4th Grade Students' Reading Skills and Standardized Test Scores**
AUTHORS: Michaela Parks and Dale Rose
PUBLISHED: Unpublished Evaluation, 3D Group, 1997, Berkeley, CA, 25

Research Questions

What is the impact of a collaboratively developed reading comprehension/drama program on reading skills, standardized test scores, and drama skills?

How does collaboration among teachers, principals, artists, and researchers to develop the curriculum, assessment tools, and the goals of a drama-skills and reading program play out?

METHODS

This was a development and evaluation project. After establishing the four project and control classrooms, the principals, teachers, artists, and evaluators met to develop goals, agree on assessment criteria, and train teachers and artists for implementing what resulted as this version of a Whirlwind curriculum. (Since Whirlwind works with teachers and schools to develop programs, it might be said the Whirlwind Program is a program development process. It is not Whirlwind that is being evaluated or researched in a given setting, but rather the specific product of the collaboration in that setting—a customized and implemented design).

After an initial planning and design period, the teachers from each participating class collaborated with an opera singer and an actor from Whirlwind for 20 one-hour sessions over 10 weeks. The 20 sessions each focused on a reading and dramatic-presentation exercise designed in a collaboration between the teachers and artists. The dramatic exercises began simply—with solo short enactments—and became more complex and involved more children over time. The activities grew from the planners' collective sense of particular drama exercises that would enhance particular reading skills. The performance assessment sessions were audio- and videotaped as well as scored on a protocol with 23 agreed-upon criteria. The evaluation report contains information describing the drama activities and exercises that were used in each session. The report appendices include a description of the exercises used for the performance assessments and the evaluation criteria as well as other statistical information.

Four elementary schools representing diverse mixes of student race/ethnicities and differing geographic areas served by the Chicago Public School System were chosen for participation. All four schools had hosted Whirlwind programs in previous years and thus had established working relations with the sponsor. Within each of the four schools, all fourth-grade teachers were invited to participate and all teachers accepted the invitation. Within each school, two classrooms were chosen randomly for inclusion in this study, and between each of these pairs of classes, one was chosen randomly for participation and the other enlisted as a comparison classroom, receiving no special program.

What resulted was a 10-week drama program, two hours per week, which engaged four classes of fourth-grade students in each of four schools, which were then compared to four control classes, one in each of the respective schools. Ninety-four fourth-graders participated (classes of 21, 24, 24, and 25 students) and 85 students made up the control group (classes of 22, 28, 25, and 10). Professional artists worked together with the classroom teachers. The three components of each session included "Game Time" for physical and vocal warm-up and getting focused, "Acting" for advancing acting skills and applying these to specific narratives, and "Observation/Conversing" for writing in journals and discussing the work of the session. At the end of the 10 weeks there was a specific theater presentation exercise along with a performance assessment. In the spring prior to the program year and in the spring at the close of the program year students were given a section of the Iowa Test of Basic Skills designed to measure reading comprehension.—*J.C.*

"This study supports general rationales for including drama programs in the reading and communication curricula for elementary schools."

RESULTS

Participant students' reading comprehension scores on the Iowa Test of Basic Skills (ITBS) improved three months more (in the standard grade-level metric) than the control group, with high statistical significance. ITBS scores improved the most with respect to student ability to identify factual information from written text. On the formal performance assessment created by the collaborating team, the program students improved significantly more than control students in reading comprehension, drama skills, and nonverbal expression of information inferred from a written text. Participants also improved three times more than the control group in nonverbal ability to express factual material. Program students did not improve relative to controls in reading ability measured through verbal expression in contrast to a *written* assessment.

The design of this study supports contentions that the program did in fact promote subject developments in both reading skills and nonverbal communications skills. This study supports general rationales for including drama programs in the reading and communication curricula for elementary schools.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study is a good illustration of strong evaluation/research design, execution, and reporting. There are many attractive elements in this study, apart from the substantive student educational experiences involved. This rendition of the Whirlwind program involved: (1) good numbers of subjects (four participant classrooms plus four control classrooms—about 180 students in all); (2) sensible, purposeful selection of four diverse Chicago schools from which to randomly choose classrooms; (3) random selection of both participant and control classrooms among teachers expressing a desire to participate; (4) a full year between nationally recognized pre- and post-measures of reading comprehension skills; and (5) an outside evaluation team. Perhaps the strongest component of the study design is that all classroom teachers, program and control alike, had self-selected in favor of participation in advance.

The study offers a useful model of multi-outcome assessment within a program evaluation, and a sound model for the creation of the program and assessment design by multiple program constituents. The study adds to a general body of literature connecting drama interventions to verbal skills and adds novel contributions in its design, use, and results of systematic performance assessments.—*J.C.*

COMMENTARY

The collaboration process among the teachers, artists, principals, and researchers designing the program, well described in the study report, can serve as a model for other programs because of the detail of program elements presented. This is a good example of reporting both program development and operation and also the results of the work. This is a high-quality study amidst a field of programs combining arts and education. There is enough accessible information about the various aspects of the design, implementation, and evaluation process for most educators, artists, and researchers to use this information as the foundation for their own projects.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study adds to the literature that documents the positive effects of drama on reading performance. It is noteworthy because of the careful effort to draw comparable control and comparison classrooms, matching both student and school characteristics.

The findings are made more robust by including not only standardized test scores but also more tailored performance assessments.

The sample of low-income, urban students of color exposed to drama showed impressive gains in grade-equivalent terms of three months more than the control group.—*B.W.*

COMMENTARY

There are two notes of caution about interpreting these generally positive findings. First, while classrooms were randomly assigned to control (no drama) and experimental conditions (twice weekly instruction for 10 weeks), there was no assessment of the general quality of reading instruction received by the control and experimental classrooms. An alternative hypothesis may be that the impressive Iowa Test of Basic Skills (ITBS) score increases were more a function of differential instruction. Second, while it was impressive to see a performance assessment that complemented standardized test score measures, the results from this test were more ambiguous than the authors portrayed. The performance assessment was divided into five subscales. The three subscales related to reading (verbal fluency, factual recall, and verbal inference) revealed no difference between the control and experimental classrooms. The two nonverbal drama subscales (acting out factual recall and dramatizing inferences) did show important differences. This latter finding should not be surprising because the control groups had no drama instruction.

"The sample of low-income, urban students of color exposed to drama showed impressive gains in grade-equivalent terms of three months more than the control group."

The positive findings for this population of students, who often do poorly on standardized tests of achievement, may offer some hope for schools struggling to reduce the achievement gap between poor urban schools and their more wealthy suburban counterparts. More research needs to be undertaken to address the role the arts may play in this.

While the research provides adequate information for replication (with the exception of drama curriculum), the research leaves open the important question of whether students would do even better on reading assessments if they had regular, ongoing classroom drama instruction (as opposed to a special 10-week treatment) in an environment where drama instruction was regarded as an important core subject rather than an extra, add-on class.—*B.W.*

STUDY NAME: **The Effects of Thematic-Fantasy Play Training on the Development of Children's Story Comprehension**
AUTHORS: Anthony D. Pellegrini and Lee Galda
PUBLISHED: American Educational Research Journal, Fall 1982, 19(3): 443-452

Research Question

What are the relative effects of three modes of story reconstruction training—thematic-fantasy play, teacher-led discussion, and drawing—on the development of children's story comprehension?

METHODS

This study engaged 108 children in grades K-2 from a rural school in northeast Georgia (18 boys and 18 girls in each of the three grades). The children were read three books by adults, one each, on three separate occasions. After each reading the children were exposed to one of three conditions for processing and exploring what they heard: thematic-fantasy play, discussion, or drawing. The first two story listening and processing episodes were considered training sessions; the third story reading was used for a formal test. Story comprehension was measured by a criterion-referenced test gauging story recall and student judgments about the story or its characters. Story understanding was also measured through the use of a scaled story-retelling task.—*J.C.*

RESULTS

Kindergartners and first-graders who participated in thematic-fantasy play scored significantly higher in *story comprehension* than their peers in both the discussion and drawing groups. There were no significant differences in *story comprehension* across training conditions for second- graders. Separate analyses explored total *story recall* and *recall of sequence of events*. The thematic-fantasy play groups recalled a significantly higher number of the events from the stories that they heard than both the discussion and drawing groups. The thematic-fantasy play groups also scored significantly better on sequence recall than did either the discussion or drawing groups, and were more successful in answering judgmental questions. Finally, for kindergartners, the centrality of the role played in the thematic-fantasy play event was positively linked to story recall (e.g., being the wolf in "Little Red Riding Hood" was about twice as effective in producing story recall as playing the grandmother).—*J.C.*

CONTRIBUTIONS TO THE FIELD

How we come to *understand* things we hear or read is a crucial question in education and human development. There are many different strategies used for processing and developing an understanding of new material. In graduate student seminars, for example, lectures or readings are usually followed by discussions as a strategy for processing information and furthering understanding. This study looks at the various ways in which children in kindergarten through second grade process information. The analysis finds that "thematic-fantasy play," or taking on a role and acting out all or part of a story, contributes more to measured story comprehension than two familiar alternative "information processing" activities in grade school, namely adult-led discussion and drawing exercises. This study concludes that children become more active, interactive, and effective information explorers when acting out a story than when reviewing the story through adult-led discussions or when drawing to illustrate a scene or theme from a story.—*J.C.*

COMMENTARY

Pellegrini and Galda suggest through this study that thematic-fantasy play requires children to accommodate the views of others in order to initiate and sustain play and that this gives them broader information recall than those children who are limited to discussion or drawing activities. They also find that children engaging in fantasy play are more successful in answering judgmental questions (questions requiring a critical stance) posed about the characters and situations. These questions require children to "take on simultaneously the role perspectives of the actor and the ideal (i.e., portrayed character) role." The findings of this study are consistent with other research cited by the authors, which holds that fantasy play, in asking children to conserve their own identity as well as take on a fantasy role, facilitates the ability to take a critical stance toward the meaning of the story and the identity of its characters.

This study is well designed and moderately extensive in scale (using 108 subjects and three iterations of the experiment before taking final measurements). The work involved a tight experimental design including randomization of children to groups and adults to facilitative and training roles. The researchers used systematic content assessment tests and formal guides to assess stories told by subjects and to measure outcomes.

This study, but no more than most, might be criticized for what it does not explore—particularly for not considering specific aspects of fantasy play that could impact story comprehension. For example, research on the importance of kinetic activity in language development,

especially for kindergartners, suggests that purposeful movement may play a part in the effectiveness of fantasy play for this group. Future studies could look at how different aspects of thematic-fantasy play, such as social interaction or kinetic play, may account for the measured impacts. Studies could also explore different modes of discussion activities or different levels of skills of the adults leading discussions—certainly a variable that could prove important to the generalizations suggested by this study.

As described in this Compendium's summary of another Pellegrini study (Pellegrini 1984), both studies draw from the same experiment, but frame and measure different outcomes for the children and groups involved.—*J.C.*

"How we come to understand things we hear or read is a crucial question in education and human development."

CONTRIBUTIONS TO THE FIELD

The results of this small (108 children) study outline a very brief intervention where young children were read a story by an experimenter other than the classroom teacher. Students then engaged the story either by drawing a picture, talking about the story with an adult, or acting out the story with three peers and an adult. Students were then tested using both a criterion-referenced test and a test of recall. The results highlighted the fact that higher comprehension occurs when students can reconstruct a story through thematic-fantasy play than through either discussion or drawing. This research illustrates the value of using dramatic play to enhance students' story comprehension.—*B.W.*

COMMENTARY

These results, while exploring the value of different reading recall interventions, are limited for several reasons. First, the 10-item criterion-referenced test is divided into two factors: story-related and judgmental intelligence. Inadequate information is provided about the validity of these two constructs. Second, the presentation of the findings leaves out many important statistics. For example, analyses of variance (a statistical technique used to assess the effect of different variables) were discussed for the two factors with details by grade level for the first factor but not for the second. Likewise, detailed results were presented by grade for a separate assessment of total recall and sequencing recall (the second outcome measured in this study). Yet, discussion of the analyses of variance collapsed these grade-level distinctions. Finally, the authors incorporated student gender into the analysis but did not include that variable in another published study of the same students with the same experimental intervention. Why not?

The research begins to explore some important issues and points to questions to be addressed by future research: What would be the effect of a more naturally occurring fantasy-play intervention (e.g., in a regular classroom setting) on student comprehension? To what degree does regular, routine fantasy play—as a central part of the curriculum—impact student comprehension? How significant is the role of an adult as a catalyst to stimulate fantasy play? How important is age or developmental readiness to the issue of comprehension for older students?—*B.W.*

STUDY NAME: **Symbolic Functioning and Children's Early Writing: Relations Between Kindergarteners' Play and Isolated Word Writing Fluency**

AUTHOR: Anthony D. Pellegrini

PUBLISHED: EDRS Number ED 201 407 (1980): 1-15. Early Childhood Education, University of Georgia, Athens, Georgia

Research Question

What is the relationship between kindergartners' use of symbolic expression (mainly the use of spoken words) in free play and their ability to generate isolated written words an inquiry with implications for success in writing)?

METHODS

Sixty-five kindergartners (37 males and 28 females) took part in the study. All kindergartners in the rural school involved were invited to participate, and those whose parents gave permission joined the study. The investigators first administered Robinson's Test of Writing Fluency to assess student ability to write isolated whole words—the development of central concern in the research.

Beginning two weeks following the writing fluency test, researchers observed all children during their free-play periods over four weeks. Each student was observed five times, with each observation lasting 20 minutes. The observers recorded descriptions of play episodes according to a typology or hierarchy of play considered to involve differing levels of "cognitive/ symbolic" functioning. These include functional play (exercising muscles/movement), constructive play (creating something), dramatic play (using language in the service of a pretend role), and games with rules (play subordinated to a pre-arranged set of rules). The latter two types of play—drama and games with rules—are more cognitively demanding because they involve using language for socially shared symbols that allow children to sustain play.

The researchers conducted analyses of variance to test whether observed play-style differences among the four categories were associated with different levels of measured writing fluency.

The researchers also used several individual-level variables in a regression model to test the influences of gender, age, and socio-economic status, as well as observed type of play, on writing fluency.—*J.C.*

RESULTS

The analyses of variance showed that among the play styles observed, dramatic play had the strongest effect on isolated word writing. The regression analysis showed that of the four factors examined (gender, age, SES, and play style), only differences in *play style* (to be more specific, play styles using more symbolic functioning) had a significant main effect on isolated word writing fluency. (Note: the author uses the term "main effect," a standard attribution to significant correlations (actually *partial coefficients*) in a regression model. "Association" would be a more accurate term than "effect" in this study's regression analysis, since direction of influence cannot be inferred from the data).

The author provides a concise theoretical framework through which these observations might be understood. As children discover that individual letters bear meaning and that individual words represent things, they increase in their abilities and dispositions to use symbolic expression. Such developments would show up on tests of isolated word writing. Researchers exploring play prior to this study took interest in the levels of symbolic functioning during children's play. Building on that tradition, this study found that the more a child engaged in dramatic play, a type of play demanding symbolic functioning, the better that child tended to perform in writing words, an action implying the use of symbolism.—*J.C.*

CONTRIBUTIONS TO THE FIELD

Most research on the influence of drama on academic performance addresses verbal skills at or above the beginning reading levels typically shown by first-graders—that is, an ability to decode simple words and to read very simple sentences. This study broadens the literature through its focus on very early and simple individual word fluency in writing. The research finds positive relations between level of "symbolic functioning" (witnessed across a variety of play styles including dramatic enactment) and word fluency. Symbolic functioning refers to using "...symbols, or signs [to] represent other classes of objects or concepts."

"This study adds to the body of research focusing on early childhood literacy."

A second important contribution of this study is that it differentiates among types of play and assesses the relative effects of each form within the study. The question explored by this study was not play versus no play, nor dramatic play versus some "control" activity. The research investigates differences in effects of what are defined above as functional play, constructive play, dramatic play, and games with rules. These types of play are considered to involve different levels of symbolic expression (or symbolic functioning) and thus are expected to associate with different levels of writing fluency. The study finds that

among the forms of play explored, dramatic play had the strongest association with word writing fluency.—*J.C.*

COMMENTARY

This study adds to the body of research focusing on early childhood literacy. Much of the existing research focuses on the study of writing competency at the higher end of the continuum for developing writers, i.e., children writing words organized into phrases or sentences. In this study, Pellegrini specifically targets isolated word writing fluency with the understanding that this is a crucial beginning component in the process of becoming literate. He then looks at the possible contributions that certain factors make to such emerging literacy in order to suggest what might be incorporated into the curriculum to help augment the process of literacy development for young people.

In linking fantasy play and very young children's abilities to write words through close observation, Pellegrini assumes that the symbolic processes used in dramatic play are similar to the symbolic processes used to write individual words.

This hints at a critical limitation of this study. All measures were essentially simultaneous, and the research question thus became—what sorts of play styles *associate* with what sorts of word fluency? No firm claims can be made about which causes which. There is reason to believe that play styles would contribute to written word fluency; it is also reasonable to think that children with higher levels of written word fluency might play in different styles.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study adds to the literature on the contribution of free play (as an expression of artistic endeavor) to writing fluency. Sixty-five kindergarten students were each observed during five 20-minute play sessions over the course of a four-week period. The findings suggest that more complex play (i.e., dramatic play) is strongly associated with higher achievement in writing.—*B.W.*

COMMENTARY

Through some unspecific process, each child's 100 minutes of play were reduced to a single number: 1=functional, 2=constructive, or 3=dramatic. It seems questionable that such play can accurately be reduced to a single number. These scores were then included in a series of regressions to test the relationship between categories of play, other potentially important predictive factors (age, gender, and SES), and the ability to write isolated words. The small sample size pushes the limits of being able to meaningfully apply multiple regression techniques.

Assuming that the numbers can be meaningfully interpreted, the author ends the report with an important discussion about the implications of the findings for teaching. The significance of viewing students as active, not passive, learners cannot be underestimated. Furthermore, helpful suggestions of how teachers might assist students actively choose objects to be symbolically transformed serves as a good model for translating complex theoretical issues into the domain of classroom practice.—*B.W.*

STUDY NAME: **Identifying Causal Elements in the Thematic-Fantasy Play Paradigm**
AUTHOR: Anthony D. Pellegrini
PUBLISHED: American Educational Research Journal, Fall 1984, 21(3): 691-701

Research Questions

Does thematic-fantasy play training facilitate children's immediate and maintained story recall?

Does thematic-fantasy play contribute to conflict-resolution skills?

Does adult participation in thematic-fantasy play activities influence the outcome of thematic-fantasy play training?

METHODS

One hundred and ninety-two children in kindergarten and first grade from a predominantly African-American, high-poverty school in rural northeast Georgia took part in this study. The children were randomly assigned to one of four groups: adult-directed play, peer-directed play, accommodation questioning (facilitated discussion), or control. An adult read a story to the children on three separate occasions, and after each reading the children "processed" the story according to their assigned treatment or control (no additional organized story processing) condition. Corresponding to other Pellegrini study designs, the first two sessions were essentially carried out for practice. The third session provided the opportunity for data collection and analysis. After the third story-reading session, the children carried out their respective processing activities and then were tested in three different ways. First, the children were given a 10-item criterion-referenced test for recall of narrative details. They were then asked to retell the story to an experimenter who audiotaped and later scored the retelling according to a formal scoring guide. Finally, the children were asked to lay out the sequence of the story by placing a set of pictures in order according to their recall of the story's plot. The children were given repeat testing on the CRT and the retelling task one week later to assess sustained story recall. Analyses of variance were conducted to test for score differences across the four groups.—*J.C.*

RESULTS

This study finds that the thematic-fantasy play condition generally (whether adult or peer directed) was more effective for *immediate story recall* than was assistance through accommodation questioning or no assistance at all (the control group). But thematic-fantasy play was more effective than other groups in promoting *sustained story recall* in only one of six sustained-recall tests (the CRT for kindergartners). The fact that an impact on sustained recall was seen only for kindergartners aligns with Page's study (summarized in this Compendium), where the effects of dramatic enactment on story understanding were strongest for younger children (K as opposed to grades one or two)—and for weaker readers. The observation that effects are limited in duration raises some caution in leaping to grandiose conclusions from the very large majority of studies that do not test for sustaining effects.

In teasing out behaviors within dramatic enactment that contribute to story recall, the authors find that verbal interaction among peers, which to varying degrees is characteristic of fantasy play, enables children to construct narrative structures and thus to demonstrate better story recall. This study also found that both adult-directed and peer-directed play were equally effective in facilitating children's story recall, indicating that adult assistance did not play an important role in thematic-fantasy play training.

This study further suggests that fantasy play may assist children in developing conflict-resolution skills. Fantasy play often results in disagreements regarding plot development and the role each child is allowed to play. In order to sustain play, children often resolve these conflicts themselves. This conflict/resolution cycle allows the children to broaden their perspectives of an event by seeing through the eyes of their peers. This process deepens their understanding of a story as well as fosters a cooperative learning environment.

Finally, this study implies but does not grapple with an interesting problem of generalization. Since the study population was reported to be very homogeneous—predominantly African- American and low-SES—can we say that its results are confined to such populations or should they be considered more widely? There is no ready answer to this question, other than to find or generate replication studies with other populations. When examining studies with other populations, a few important questions should be explored: Is the adult assistance phenomenon in some way related to culture? Are the results of this study tied to the base-line reading and narrative-recall proficiencies of the study population, which are not described? And finally, are the observations about conflict resolution influenced by the homogeneity of this study school's culture, and would things work differently in a school populated by highly diverse cultures or home languages?—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study builds on previous work in understanding the positive roles that fantasy re-enactment can play in facilitating cognitive development, especially language-related skills. (See for example, Pellegrini & Galda, 1982, summarized in this Compendium). This study informs an important question left largely unaddressed in previous studies: Does adult involvement influence the outcome of play experiments? The results of this part of the study may interest teachers, classroom aides, and parent classroom volunteers. By age 5, children do not appear to need adults to sustain play and both peer-directed and adult-directed play groups can be equally effective in facilitating story recall.

The study also contributes as one of few experiments measuring sustained as opposed to relatively immediate effects. (Drama modestly influenced sustained recall for the youngest subjects only). The study also embraces a little-studied potential effect of drama—the impact of story enactment on conflict resolution. The verdict on this effect is yes.—*J.C.*

COMMENTARY

The results of this experiment add significantly to the research on the benefits of thematic-fantasy play as an instructional practice. The study also illustrates, along with others reviewed in this Compendium, the traditions of careful research design and thoughtful question generation by Pellegrini and colleagues during the early 1980s. These works were published in top educational psychology journals, in contrast to much (but certainly not all) of what we are able to find in research on drama and theater in education.

A characteristic of this and the other Pellegrini studies is that they formally test for the effects of conditions within dramatic enactment, and not only for the effect of using drama versus no drama. That is to say, this research attempts to tease out conditions within the use of drama in the classroom, which may influence its success. The researcher explores the effects of particular factors on the outcome of the interventions examined (e.g., the effect of adult involvement on children's fantasy play), as well as the interaction of multiple factors within the intervention (e.g., the relationship between grade level and treatment). In addition, there are two related details in the results that are worth highlighting here. One is that the research largely found no sustaining effects of thematic-fantasy play on story recall, in assessments only one week later. Another is that the sustaining effects that were observed were found only for kindergartners and not for first-graders. This aligns with the Page, Pellegrini, and Wagner studies (summarized in this Compendium), which found story understanding effects through drama stronger or present only for their younger subjects.—*J.C.*

CONTRIBUTIONS TO THE FIELD

What is intriguing about this study is that it suggests that for kindergartners peer-directed play can be as effective as adult-directed play at facilitating a student's immediate and maintained story recall. For kindergartners, not only is the dramatic use of thematic-fantasy play a more effective method for immediate story recall than accommodation questions, but the students themselves can be important effective facilitators of this method. This approach suggests that kindergartners can independently aid in their own learning through fantasy play.—*C.G.-P.*

COMMENTARY

The study suggests that children in kindergarten, regardless of whether they are middle class or of lower socio-economic status, do not need an adult to assist them in maintaining fantasy play. However, the school in which the study was conducted was identified by the authors as "a predominantly LSES (lower socio-economic status) black school in rural northeast Georgia". It appears the sample was not representative of LSES Caucasian students or middle-class students. Thus, questions remain about its generalizability to these groups.—*C.G.-P.*

"...fantasy play may assist children in developing conflict-resolution skills."

STUDY NAME: **The Effect of Dramatic Play on Children's Generation of Cohesive Text**
AUTHOR: Anthony D. Pellegrini
PUBLISHED: Discourse Processes, 1984, 7: 57-67

Research Questions

To what extent does the informational status of a listener (whether familiar or not familiar with a story) affect a student's use of oral language to retell the story? (Do students use effective and appropriate language when told in advance the knowledge base of the listener?)

With what relative effectiveness can children's use of oral language (retelling stories to non-familiar listeners) be facilitated through the use of alternative interventions, namely discussion, drawing, and dramatic play?

METHODS

This study involves 108 students (54 girls and 54 boys) ranging in educational level from kindergarten to second grade. The students were divided into same-age groups of four (two boys and two girls) and then randomly assigned to one of three conditions describing the activities that they would engage in prior to retelling a story to an adult: social dramatic play, discussion, or drawing. There were two experimenters, one male and one female, who were also randomly assigned to different groups and conditions.

An adult read a children's book to each group on three separate occasions. After each reading session, the children were separated into their treatment conditions to process the story by the means assigned. Individual children were then asked to retell the story to an experimenter. One-half of the children retold the story to the experimenter who had read the story to them (i.e., an "informed" listener). The other half retold the story to the other experimenter, who claimed not to have heard of the story (i.e., a "naïve" listener). Retelling sessions were audiotaped, and student responses were analyzed. The first two reading, processing, and retelling sequences were done for practice. Data were collected on the third rendition.

In order to analyze the students' ability to convey meaning during story retelling, the researchers looked for and marked elements of cohesion within the students' narratives, noting particularly the level of cohesion generated by gestures and language that recognized the comprehensive informational needs of the unfamiliar listener.—*J.C.*

RESULTS

Pellegrini found that students using dramatic play to think about, review, and otherwise process the story they had just heard were more likely to use explicit language when retelling their stories than students in either the discussion or drawing groups. That is, they were better at producing a retelling that would be coherent and make sense to a listener who did not already know the story. Pellegrini makes a critical point, that conveying meaning explicitly is an important skill and one that is traditionally valued and rewarded, both in school and in later-life instances of communication.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This is an important study as it focuses on intriguing aspects of literacy: how an individual *conveys* meaning, and the importance of the knowledge base of the listener (as told to the child in advance) in how children retell stories. This study concludes that students' oral language varies according to listener status and that dramatic play is an effective preparation instrument for fostering the use of explicit language (i.e., conveying stories effectively to those who do not know anything about the stories in advance). It is crucial to foster these language skills, particularly in school settings, where children are expected to use explicit language in most written and oral language activities.—*J.C.*

COMMENTARY

It should be noted that this study is based on the same sample of children and cluster of experiments reported two years earlier in Pellegrini & Galda (1982) (also summarized in this Compendium). It is not uncommon in academia, as is done here, for experiments to be mounted with two or more differing effects assessments in mind—including the use of separate instruments to compare differing outcomes attained by treatment versus control groups. This 1984 study reports on the effects of alternative strategies impacting student ability to retell stories, while the 1982 study reports the impact of alternative story-processing strategies (discussion, drawing, and dramatic play) on the development of children's story *comprehension.*

The specific target of this study is more subtle than the direct measures of comprehension and language skills assessed in most of the studies we include in this section of the Compendium. Effective reading, writing, and oral-language production require more than what we might call first-order skills—decoding words and sentences or crafting grammatically correct oral or written declarations. At a higher order, words, sentences, and paragraphs are understood in context, and listeners and readers as well as speakers and writers succeed in some proportion to this realization. This study recognizes that an effective retelling of a story should account for what the listener may already know about it and, more specifically, should take into account situations where an audience is uninitiated. Dramatic play appears to

increase tendencies of children to be thorough and explicit in their narratives in situations where this is needed.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This research, based on listening to 108 students retell stories (as relayed to students in an experimental setting), makes an important contribution to the understanding of how students make meaning from what they learn by listening to adults. This research demonstrates that acting out a story produces better understanding than either just talking about it or drawing a picture of what was learned. This meaning-making, through hands-on learning opportunities, is a significant piece of the knowledge-base puzzle on literacy.—*B.W.*

COMMENTARY

A couple of research shortcomings limit interpretation of this study. First, an incomplete explanation of the outcome measures (i.e., what students learned after listening to a story) makes it difficult to interpret the findings. For example, students' meaning-making was defined by endodorphic and exodorphic elements (author's language). These two elements were further subdivided into reference and ellipsis categories, each of which was further differentiated by three different subcategories. Thus, 12 different outcome measures were constructed. But the reader was given no explanation of how to interpret the quantitative score for any of these. What does it mean to produce a score of 9.15 for the exodorphic category in response to the informed listener? Second, the one table of results for this study presents means and standard deviations for each of the 12 outcome measures, broken out by story reconstruction training and condition of the adult listener. Yet most of the analysis of effects, using the statistical technique of analysis of variance, collapses many of these subcategories. This approach makes it difficult to follow and interpret the results. Finally, the authors incorporated the status of the adult listener into the analysis but did not include that variable in another published study of the same students with the same experimental intervention. Why not?

The research helps identify important conditions (i.e., more active learning environments where students use the arts to engage content) where students' literacy might be enhanced. But it leaves unanswered the effect of a more naturally occurring drama intervention (e.g., in a regular classroom setting) on students' oral language. To what degree does regular play-acting—as a central part of the curriculum—impact students' use of oral language? The research also poses a real challenge for teachers because typical classroom environments often permit implied, shared assumptions that naturally foster more exodorphic explanations. Because enhanced literacy relies heavily on students' offering more explicit meaning from what they are learning, what specific steps might teachers take to design better learning environments? It is more complex than just fostering dramatic play.—*B.W.*

"Effective reading, writing, and oral-language production require more than what we might call first-order skills—decoding words and sentences or crafting grammatically correct oral or written declarations."

STUDY NAME: **Strengthening Verbal Skills Through the Use of Classroom Drama: A Clear Link**
AUTHOR: Ann Podlozny
PUBLISHED: Journal of Aesthetic Education, Fall 2000, 34(3-4): 239-276

Research Question

Does classroom drama help students develop verbal ability? (The researcher created seven meta-analyses that considered nine related hypotheses related to type of plot, role of leader, degree of transfer, amount of drama instruction, age, type of population, study design, publication status, and publication date).

METHODS

Podlozny framed her review of instructional practices in three dimensions of drama: enactment, plot, and the leader's level of involvement. Within these framing or defining categories, she set seven verbal outcomes to be examined: story understanding (oral measures), story understanding (written measures), reading achievement, reading readiness, oral language development, vocabulary, and writing. Two hundred studies conducted since 1950 were identified, from which 80 were selected according to criteria that included having at least one measure of verbal achievement, being experimental in design, and having sufficient information for an effect size to be calculated. The researcher and one assistant coded all studies. A five percent rate of disagreement in the coding was resolved in rechecking texts. After calculating average effect sizes across the groupings, the nine hypotheses were tested regarding the influence of specific factors associated with the hypotheses. These included substantive variables related to type of treatment or type of participant, method variables related to research methods, and extrinsic variables such as date of publication or publication status.—*T.B.*

RESULTS

For the first meta-analysis of 17 studies assessing the effect of drama on story understanding and recall measured orally, the effect sizes ranged from r = .00 to r = .66. The confidence interval range of r = .16 to r = .34 does not span zero—the necessary condition for establishing statistical confidence, allowing a finding that there is a relationship between drama and oral story understanding/recall. The finding that the effect sizes for this meta-analysis were significantly heterogeneous led to the testing of possible relationships with a variety of other variables.

With an effect size range of r =.00 to r = .96 and a confidence interval range of r = .37 to r = .73, it was concluded that there is a relationship between drama and story understanding as expressed in the form of written measures (meta-analysis 2). Further analysis of variables stimulated by the heterogeneous nature of the effect sizes for this group led to the surprising conclusion that drama instruction might be more effective for *low-SES populations* and remedial readers. Previous meta-analyses found that *average populations* benefited more from drama study.

The third meta-analysis examined reading achievement using standardized tests. The range of effect sizes was r = .15 to r = .56, and the confidence interval ranged from r = .11 to r = .29, allowing a conclusion that there is a relationship between drama instruction and *reading achievement.*

Meta-analysis 4 studied reading readiness and had a range of effect sizes of r = -.03 to r = .66. The calculated confidence interval of r = .15 to r = .36 supported the conclusion that there is a relationship between drama instruction and reading readiness.

The text of the report for meta-analysis 5 on oral language development states that the range of effect sizes was from r = -.04 to r = .73. The calculated confidence interval of from r = .20 to r = .41 allows the conclusion that there is a relationship between drama instruction and oral language development.

Meta-analysis 6 was the only one to find no relationship with effect sizes ranging from r = -.20 to r = .37 and a confidence interval of r = -.07 to r = .19. *The results show that there is no reliable relationship between drama instruction and vocabulary development.*

Meta-analysis 7 examined eight studies of writing achievement. The confidence interval on the effect sizes ranged from r = .09 to r = .52 and supported the conclusion that there is a relationship between drama instruction and writing achievement.

Overall, the results of this rather massive meta-analysis are "very encouraging for educators who use drama in the classroom in expectations of achieving greater verbal development." The author also notes that the studies indicate that there is evidence of transfer to new material in these reports, perhaps indicating that "...transfer of skills from one domain to another is not automatic; it needs to be taught."—*T.B.*

CONTRIBUTIONS TO THE FIELD

This report makes substantial contributions to the fields of drama education and arts education research. Because it includes information confirming positive correlations, the report will encourage teachers, teaching artists, and school administrators to include drama in their classroom practice. In the same way, the report also makes a contribution to the expansion of instructional practice in the everyday classroom.

The report's contribution to researchers is at least

twofold: it uses a meta-analysis procedure that is properly based on grouping comparable studies, and it identifies a rich variety of weaknesses in the studies while making recommendations for corrective steps and future research strategies that could deepen the research base in drama education. The discussion of weaknesses such as a lack of conversation among researchers, the rare replication of studies, an absence of consistence of measures, and the lack of set operational definitions of such labels as "drama," "socio-drama," and "creative dramatics" does not condemn the effort but encourages renewed research conducted with greater care and precision. Such a stance can be viewed as a very positive contribution in light of the practice of many researchers to interpret weaknesses as signs of failure or as contraindications.—*T.B.*

COMMENTARY

Podlozny's work places the often-questioned practice of meta-analysis in the arts on much firmer ground. She carefully groups the 80 studies (she selected from among the 200 possible reports) in categories based on seven types of recognizable drama outcomes and compares sets of studies within each group rather than across the total set of studies. She is interested in specific outcome results rather than in "drama" as a singular field. This specificity establishes greater confidence in her work and makes it easier for drama educators to make connections to specific aspects of their own classroom work.

As part of her setting up of the context for this study, she reviews four separate, previous meta-analyses of drama studies and thereby establishes the need for the creation of the "finer sieve" of her own study. Her tone here, as always, is strong and clear without being condescending.

Methodologically, her effect size calculations and especially the additional analysis of other variables when the sizes were heterogeneous, gives further credence to the report and helps identify subtleties that could help teachers. For example, the surprising result that enacting a text makes a new text more comprehensible is interpreted as demonstration of the power of drama to develop text comprehension skills that transfer to new material.

The fact that eight of the nine hypotheses were supported, all but the vocabulary connection, is remarkable, given the usually negative reports of the study of positive correlations in arts education studies of transfer.—*T.B.*

CONTRIBUTIONS TO THE FIELD

This is a powerful meta-analysis presenting a synthesis of research on classroom drama. The contribution to the field is unparalleled. Positive effects are shown in six areas related to language development: written and oral measures of story recall, reading achievement, reading readiness, oral language development, and writing. The author's test for effects on vocabulary revealed a very weak influence.

Podlozny also examines the effects of specific characteristics of drama programs and types of participating students. These analyses cut across the body of studies independent of the various outcomes listed above. Programs involving structured plot or low-SES students show larger effects. So do studies using non-experimental research designs as well as studies that were published in academic journals or books.

Podlozny reports an important element of the studies she reviewed. This is that drama shows influences not only on children's understanding of enacted stories but on understanding of subsequently experienced unrelated texts (read or heard). She describes this as an instance of transfer of skills or knowledge.—*J.C.*

"...the report will encourage teachers, teaching artists, and school administrators to include drama in their classroom practice."

COMMENTARY

The portrait of drama in education advanced in this Compendium bears strong resemblance to that shown by Podlozny. Even though our selection process (biased toward rigorous comparison group designs and adding more recent works) distilled the field to 19 studies (Podlozny examined 80), the effects we report are quite similar. The lone apparent departure was our not identifying drama as a positive influence on reading readiness. Few studies claim to focus on reading readiness, even if they are related to early language development. For example, of the 80 studies referenced by Podlozny, only two include reading readiness in their titles. A close examination of the studies we include shows influences of drama activities on very early language development by 5-year-olds and kindergartners that could be considered developments in reading readiness.

Five Compendium studies show mild indications of transfer effects consistent with Podlozny's conclusions about reading—namely effects on reading comprehension, thoughtful writing, and on certain social skills outside the purview of Podlozny's review.

We also found good evidence that drama's effects are larger for students who get out of role to direct, provide leadership, or otherwise reflect on the process. (Meta-play is one term for these actions). In contrast, Podlozny did not find a substantial effect for students taking leader roles in drama.—*J.C.*

STUDY NAME: **"Stand and Unfold Yourself" A Monograph on the Shakespeare & Company Research Study**
AUTHOR: Steve Seidel
PUBLISHED: Project Zero, Harvard Graduate School of Education, Cambridge, MA, 1998; also in E. Fiske (Ed.), Champions of Change: The Impact of the Arts on Learning, The Arts Education Partnership and the President's Committee on the Arts and the Humanities, Washington, DC, 1999: 79-90

Research Questions

How do participants (in the Shakespeare & Company program) identify the value of their participation for themselves?

What elements of the programs seemed most critical to creating those benefits?

METHODS

A team of researchers studied two full seasons of the Shakespeare & Company's National Shakespeare Institute. A season consisted of a one-month teacher training experience in the summer and an associated Fall Festival of Shakespeare, where teams of trained artist-teachers work over two months with over 400 students in 10 schools to study and perform Shakespeare plays. The research staff visited the school programs, observed sessions, attended student performances, interviewed teacher and student participants, reviewed written materials, and talked with program faculty and administrators. The design was to look closely and systematically at the elements of the program in order to consider what made this program so successful and to consider the prospects for transferring such a program to other settings. The research staff and participants held team meetings throughout the year and retreat meetings each spring to focus intensively on what they were seeing and learning.

Students and staff usually participate in the National Shakespeare Institute for three or four years; this study captured a two-year slice of this cycle. A set of questions was developed around authenticity, academic rigor, applied learning, active exploration, adult relationships, and assessment practices. Numerous quotes from students and teachers in response to these questions are included in this study as evidence of the impacts and success of the program. The methods could best be described as lying in the regions of ethnography and case study. The most important methodological ingredients were up-close interactions and observations, and sustained involvement during two seasons of paired summer and fall sessions.

The scholars focused on learning in four fields—the language itself, acting, working in creative communities, and learning about oneself and linking that to social and intellectual development.—*J.C.*

RESULTS

The researchers found much to like in their assessments of the impact of these programs on their participants.

1. Participants engage in Shakespeare's plays in ways that respect (rather than short-circuit) the complexity of the plays; it is precisely this respect for complexity that engages these learners.
2. Once engaged and with adequate support, guidance, and resources, participants do embrace and meet the challenges that had seemed difficult or overwhelming (and that often steer readers and theater-goers alike away from Shakespeare).
3. The Shakespeare & Company programs created caring and creative communities; caring and creativity seem explicitly linked to each other and to the development of deep understandings.
4. Feelings and emotions are linked to achieving deep understandings of Shakespeare's plays and are often a critical entry point to engagement with the plays.
5. Teachers made transitions from didactic teaching styles to "teacher as player" and "teacher as facilitator or catalyst" during this program; these transitions were experienced as transformative and profound by both teachers and students.
6. Participants gained information and skills: studying Shakespeare and his language, approaching dramatic action, acting, working with others, and seeing themselves as learners.
7. Playfulness and seriousness do not conflict with each other in the Institute and Fall Festival learning environments.
8. The highest levels of professional training are wholly consistent with the principles, structures, and pedagogy of these programs.

The report also suggests ingredients desirable for replication of such a program in other locales: (a) a supportive local agency such as a theater company or school, (b) an adequate pool of artists and educators inclined to do this work, (c) a community interested in the arts, (d) financial support, and (e) ongoing conversations among the players to negotiate commitment to such a program.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study supports a growing body of research showing that dramatic study and enactment can produce a rich learning environment. This work shows that Shakespeare's plays can be particularly effective because of their life-like complexity (that is, when care, patience, and skill interact to invite participants to engage such complexity). The complexity of issues and emotions in the plays promotes word-by-word, emotion-by-emotion, thought-by-thought investigation of meaning. This step-by-step approach invites those who study Shakespeare to go deeply into their own

experience, a process that is linked to all types of learning.

This study does not just document the impacts of Shakespeare & Company's summer teacher training and fall student productions on the understanding and interpretation of Shakespeare's plays, or on acting and stage direction skills. The study illustrates a whole approach to teaching and learning, including assumptions about teachers and teaching and learners and learning, that has implications across a wide spectrum of educational situations. The implications concern not only what is taught and learned but also who we are as teachers and learners.—*J.C.*

COMMENTARY

This study is not standard issue from education journals. It is a long-term study examining two seasons of summer teacher development and fall play production in 10 schools. Shakespeare & Company offers much more than many research studies can get their arms around, overcoming many common challenges—including those of time, resources, or the rigors of conceptual creativity and clarity needed for a study like this.

We should wish this sort of program on all teachers and students willing to engage this work. It may seem to readers that this program lies in a dream world where teachers can spend a full month in the summer with a professional company, and work intensively with groups of engaged students during the following fall. But the prospects for replication at a meaningful level may be better than they first appear. The crux of the challenge is the first-rate training of teachers. This study provides a sense of what is required for this.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study provides an example of how an arts organization can work with schools to extend the traditional curriculum. Specifically, the program provides a model of how arts-based, project-based learning can assist students in developing higher-order thinking and problem-solving skills.—*C.G.-P.*

COMMENTARY

"Unfolding" is used to describe how students open themselves to learning processes through the study of Shakespeare: acting, working in creative communities, and linking self-knowledge to social and intellectual development.—*C.G.-P.*

"...caring and creativity seem explicitly linked to each other and to the development of deep understandings."

STUDY NAME: **Nadie Papers No. 1, Drama, Language and Learning. Reports of the Drama and Language Research Project, Speech and Drama Center, Education Department of Tasmania**

AUTHORS: Megan Schaffner, Graham Little, and Heather Felton

PUBLISHED: National Association for Drama in Education, Education Department of Tasmania, August 1984

Research Questions

What are the effects of drama (defined in this study as "being and doing within an imaginary situation") on fifth- and sixth-graders' language development?

What are the impacts of drama on the development of informational language, expressive language, and interactional language?

What are the effects of drama on the development of moral values?

METHODS

The authors selected nine schools for this study to represent city, suburban, and rural areas, different socio-economic backgrounds, and varied organizational contexts (public and private schools in Tasmania). Eleven classes of fifth- and sixth-graders were included in the study on the basis of teacher interest. Even though some teachers had no previous classroom drama experience, they still self-selected to participate in the study. The teachers had continuous access to speech and drama coaches, whom they worked with at the outset of the program and called in from time to time.

After a two-day initial workshop, the teachers were invited to engage children in dramatic activities of their own design; there was no standardization of length of sessions, frequency of drama activities in the classrooms, or continuity of themes. The amount of data collected implies that most or all participating teachers became actively involved in the use of drama over the school year. The one restriction placed on the teachers and students was that they had to use "imaginary" drama, and not work from written texts. This model reinforced the project's interest in "expressive" language, as opposed to decoding text. As the authors describe the design of the study, "Within this frame of reference the children and the teacher can explore relationships, attitudes and values in a vivid and immediate way...attitudes, relationships and significant moments are explored from 'the inside' rather than through discussion alone."

After permitting teacher experimentation and trials during the first three months, researchers spent two school terms documenting dramatic activities in all of the classrooms by audio taping every session in all participating classrooms. Teachers were instructed to gather samples of language and verbal exchanges from all of the children, with even attention to each child in the classroom over time. From all transcripts, a total of 280 language samples containing drama in action, planning discussion, and post-improvisation reflection were obtained—representing all classrooms evenly for each type of language sample.

The researchers analyzed the resulting "word samples" using formal criteria for classifying and describing the children's use of language. The main classifications of interest concerned the predominant purpose of the sampled language: expressive, interactional, or informational. Expressive language reflects the speaker's individual thoughts, feelings, ideas, and personal viewpoint. Interactional language reflects a speaker's focus on the person(s) being addressed through attempts to persuade, control, or command. And informational language involves the speaker's focus on neither him/herself nor the listener, but is concerned with giving information.—*J.C.*

RESULTS

The author claims that language use in imaginary drama exercises not only differs from language use in regular classrooms but also encourages desirable types of thinking and cognitive development. The reasons are the observed characteristics of language in drama: speculation, reflection, explanation, and evaluation. The author considers the overriding difference between children's language in normal classroom activities and language in their dramatic work is that regular classroom language is overwhelmingly informational; in contrast, the language of imaginary drama is only half informational, and half expressive and interactional. (The author provides no confirming data on the purposes of regular classroom language, but a predominance of informational purpose seems plausible).

Drama provides opportunities for children to use language for a wider variety of purposes than otherwise typically occurs in classrooms. Drama provides an opportunity to develop expressive language, which, as heard in the reflections segments, helps uncover feelings as well as develop opinions and thoughts. The authors found that drama encourages critical child-to-child exchanges and reflection on social interactions. The reflection phase had tendencies to bring up issues related to moral values in the otherwise information-based curriculum. As the authors maintain, "Drama puts back the human content into what is predominantly a materialistic curriculum."

The recorded reflection sessions also suggest that children in this study grew to recognize drama as a powerful learning medium—and language as a tool for learning and growth.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study contributes to our understanding of the impact of drama on language through its findings: mainly that drama encourages *expressive* and *interactional* language, as opposed to *informational* language, which, according to the author, dominates regular classroom life. The study's typology of language is one we do not see in other drama studies, although the scheme makes intuitive sense and seems valuable. This study is also the only one included in

this Compendium that identified drama as a catalyst for discussions of moral values.—*J.C.*

COMMENTARY

This powerful study explores what happens when children engage in dramatization regularly over one full school year. Two hundred eighty students in nine different schools participated. As an experiment in drama and language, the program benefited from the participation of drama and speech specialists who worked with the classroom teachers to plan the drama activities.

One feature of the design might be seen as a weakness or strength. Dramatic activities were improvisational; they involved no writing or script and in some places involved the teacher in role, in other places not. This lack of standardization seems at first unorthodox, but in fact plays well to the goals of the research. The author wished to capture the language of improvisational drama across the many forms it might take; and she orchestrated enough settings to assure a considerable variety of dramatic situations.

The emergence of moral value discussions in follow-up discussions of the improvisational drama activities, unique to this study among those included in the Compendium, may be related to the fact that the subjects of this study were fifth- and sixth-graders. A majority of drama and learning studies involve younger primary school children who may be less likely to engage in moral debates of any complexity.

While this study exposes the tendencies of children to engage in discussion about human interaction and moral values during post-improvisation discussions, it does not in fact measure learning in these domains. But discussion and reflection in all likelihood represent a start on learning as well as a potentially powerful opportunity for learning.—*J.C.*

CONTRIBUTIONS TO THE FIELD

The significance of this study is its discovery that drama can be taught in two distinct modes, experiential, which focuses on attempting to live through some aspect of an experience, and presentational, which focuses on communicating something to an audience outside the classroom. By identifying these two discrete approaches, the study points to the need for further research into benefits or implications of each approach.—*C.G.-P.*

COMMENTARY

The study suggests that drama can positively contribute to children's language development. In particular, drama can impact students who have primarily been exposed to informational (lower-order thinking skills) language focused on transmitting facts and information. Drama can influence language development by using expressive language to provide students with opportunities to speculate, imagine, predict, reason, and evaluate their own learning (higher-order thinking skills).—*C.G.-P.*

"Drama provides opportunities for children to use language for a wider variety of purposes than otherwise typically occurs in classrooms."

STUDY NAME: **The Effects of Role Playing on Written Persuasion: An Age and Channel Comparison of Fourth and Eighth Graders**

AUTHOR: Betty Jane Wagner

PUBLISHED: Unpublished Doctoral Dissertation, October 1986, English Department, University of Illinois at Chicago

Research Questions

What are the effects of role-playing on subsequent persuasive writing among fourth- and eighth-graders?

What specific elements of role-playing are reflected in subsequent persuasive writing?

How does role-play persuasive language compare to written persuasive language? (This is the "channel" comparison referenced in the title).

METHODS

The study involved 84 fourth-graders and 70 eighth-graders in a middle-class, suburban public school district, randomized into three groups. One group at each grade level engaged in role-playing as guided by a facilitator, a second group received instruction in persuasive writing, and the third group received no specific instruction. The researcher facilitated the role-play sessions and also provided the writing groups their persuasive writing instruction.

The researcher had the role-play groups (one at grade four and one at grade eight) enact three different situations in which they were trying to persuade the school principal to: (1) have a regular school party; (2) let students decide all of what they would study; and (3) make a change in the school cafeteria. The students in the role-play groups paired up and took turns as persuader and listener over 35 minutes for each of the three issues. All pairs in the grade-level experimental group role-played at the same time, and each pair's conversation was audiotaped. After a role-play, each student wrote a letter intended to persuade the real school principal about the issue the group had enacted. In parallel fashion, the students in the two instruction groups received 35 minutes of *instruction* in persuasive writing before each of the three writing exercises. All six intervention and writing episodes across the two grade levels took place over a span of five weeks. Data for the study came from the written letters and also from tape recordings of the student role-playing activities. A third group received no instruction.—*J.C.*

RESULTS

The core finding of this work is that role-playing in partners is more effective than a lecture with examples when it comes to impacting persuasive letter writing. Finer but interesting points in the results differed at the two grade levels. For fourth-graders, role-playing is significantly more effective than either instruction or no treatment at all. For eighth-graders, role-playing is more effective than no treatment in inspiring persuasive writing. Role-playing also scores higher than direct instruction for eighth-graders, but the difference is not statistically significant. Fourth-graders who received direct instruction in this experiment actually performed worse than the students who received no instruction.

When comparing the role-playing sessions with student writing, both eighth- and especially fourth-graders produced more persuasive assertions orally than in written form. And in an interesting twist, fourth-graders remember and use their role-playing partners' persuasive assertions in their written letters more than twice as often as their own persuasive assertions made during role-playing.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study provides evidence of the value of role-playing as a pre-writing activity. In addition to the finding itself, this study contributes through its focus on writing skills as an outcome of dramatic activity, a topic little touched in this Compendium.

The effect of role-playing on persuasive writing (as opposed to that of direct instruction or no treatment) is found to be stronger for fourth-graders than for eighth-graders (where the effect is nonetheless positive). This conclusion fits a larger pattern of results in the Compendium, where the effects of dramatic enactment are greater for younger subjects just about wherever age is tested as a factor.

And another result teased out by Wagner's work might stir some interest in yet another little-researched subject within drama and education—namely, the impacts of listening to fellow role-players in a dramatic situation. After students tried to be persuasive to an assigned role-playing partner, they tended to use their partner's arguments in subsequent writing more frequently than their own arguments.—*J.C.*

COMMENTARY

This study presents important findings regarding the value of role-playing as a pre-writing activity in the classroom and suggests that in addition to addressing the qualities of good writing directly, a teacher should take advantage of verbal role-playing activities in building writing skills.

This study lays the groundwork for further work on the relationship between oral and written skills. The study looks at the impact of role-playing on a specific type of writing only. Further research could examine whether extended training in role-playing could help students to build writing

skills that are retained and transferable to other types of writing not the subject of this research.

The observation that role-playing in this study had more impact on the observer (the receiver of a persuasive statement during role-play) than on the direct actor (the student making a persuasive statement during role-play) signals an under-researched issue in this Compendium. Most of the studies we discuss concern the effects of dramatic action (particularly role-playing of one sort or another) directly on the actor. Wagner is interested in such main effects, to be sure, but the observation of effects on listeners evokes a relatively untapped but potentially vast area of formal inquiry by educational or developmental researchers. This is the impact of dramatization or theatrical presentation on audiences.—*J.C.*

"This study provides evidence of the value of role-playing as a pre-writing activity."

CONTRIBUTIONS TO THE FIELD

The methods used by the author might be adapted by arts researchers attempting to do careful studies of the effects of arts instruction or arts skills on student performance in another subject area, even the one chosen by the author—persuasive writing. There is benefit in reading how other fields develop studies, how controls are established across complex variables, and how student products might be coded and analyzed. Studies in arts education would benefit from the same kind of care that this author takes. However, the actual conduct of this research and its results are not directly related to the arts, though in the operational definition of the author, "role-playing" is the same thing as "drama."—*T.B.*

COMMENTARY

Role-playing is a tool derived from interpersonal communication practice and is closer to "simulation" than dramatic art. The author describes those aspects of role-playing that are closest to art—pretense, lack of verisimilitude—as detracting variables in the students' efforts to create persuasive written communications, and her effort is to remove them by making the simulation as realistic as possible. At the same time, "persuasive writing," as it is used by the author, is closer to rhetorical and political writing than to writing as art. The author, in fact, contrasts it with "expressive" writing.—*T.B.*

STUDY NAME: **"You Can't Be Grandma; You're a Boy": Events Within the Thematic Fantasy Play Context that Contribute to Story Comprehension**
AUTHORS: Peter A. Williamson and Steven B. Silvern
PUBLISHED: Early Childhood Research Quarterly, 1992, 7: 75-93

Research Question

What behaviors within fantasy play activities (playing out roles and scenes in a story) contribute to the development of story comprehension skills among kindergarten children?

METHODS

This study enlisted 120 randomly chosen children in six kindergarten classrooms, stratified for gender balance. As part of the selection process, children were randomly assigned to 30 groups of four. Thus each classroom provided five groups for the study. Each group heard, discussed, and re-enacted two familiar tales on days 1 and 2, and an unfamiliar tale on day 3. The children were videotaped during their dramatizations so that the researchers could categorize and analyze children's behaviors during re-enactment. The first two re-enactments were done to help build reliable measures of children's actions within fantasy play—such as "metaplay"—which could prove important to the research.

The third day's activities constituted one experimental test. After this day's story re-enactment, the children were tested for three achievements: recall of that day's story content using a criterion-referenced test; story recall, using storytelling; and story sequencing, using a picture arranging task. The storytelling assessment instrument also provided a measure of oral language competence of the subjects. (Recall that one aim of the analysis was understanding the influences of factors *within* dramatic enactment on story comprehension; thus all subjects used dramatic enactment on day 3).

Another comparison condition was established on the fourth day, when the children were read an unfamiliar story that they did not subsequently re-enact. They were tested using the same measures as applied on the third day. In addition, six days following the final story dramatizations, the children were tested again for story recall, story sequencing, and the use of productive language—both for their enacted story (day 3) and for their "heard" story (day 4). (A small bias favoring recall of the "heard" story seemed present in this design, since its recall was measured after five instead of six days). The analysis used data from these measures to assess if types of play within story enactment contributed to sustained recall, first regarding the enacted story and second, to recall of the "heard" story. The researchers focused particularly on instances of children's stepping out of role to ask questions or to direct other players. They refer to this as "metaplay," which generally indicates active concern about the progress of the re-enactment fueled by higher-order thinking about what's going on. The analysis also observed additional characteristics of behavior during the fantasy play sessions (such as the use of nonverbal skills and social problem-solving).

The authors used regression analyses to test for significant contributions of within-dramatization factors to story comprehension skills. This is an important feature of the study, because regression allows for assessment of the independent contributions of different factors to specific outcomes. The study explored differentiating aspects of child behavior during dramatization that might contribute relatively more or less to story comprehension. The authors included measures of productive (oral) language ability obtained when children re-told stories. These measures provided indicators of existing verbal ability differences among the subjects and thus comprise an important control variable.—*J.C.*

RESULTS

This study shows that acts of directing by young players (or metaplay) during re-enactment and productive language capacity of children make substantial independent contributions to story comprehension independent of differences in verbal ability. This result holds for both the immediate-recall tasks and for the delayed-recall tasks. In comparison, play or dramatization itself (in contrast to the no-dramatization condition of day 4) contributed relatively little to story comprehension. Children's play direction behavior contributed four times the predictive power for reading comprehension of enactment versus no enactment. It thus appears that the meta-behaviors of stepping out of role, thinking about, and questioning or attempting to direct players are associated with higher levels of story understanding.

Through controlling for verbal ability, the authors observe that metaplay is not simply evidence of verbal achievement—in addition to their dispositions to "direct," children in metaplay show more social skills and social problem-solving ability than children not engaging in metaplay.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study makes a strong contribution to the understanding of how engagement in dramatic activities can improve story comprehension for kindergartners. The study specifically examines fantasy play and finds that "metaplay," a key element of fantasy play, seems to have an especially strong and positive impact on children's story comprehension. "Metaplay," as suggested by the study's title, refers to instances where children go beyond simply acting out a

fantasy play and step out of a role to act as the play's director or to raise questions about the play. This study finds that the effect of metaplay is stronger than the act of dramatization versus no dramatization.—*J.C.*

COMMENTARY

This study serves to accentuate a component of Jennifer Ross Goodman's 1990 study of fantasy play and literacy development (also summarized in this Compendium). Both studies present very rigorous designs, among the strongest reported in the drama research summarized in this Compendium. Both look within dramatic play to find specific elements that influence verbal-related skills, rather than using dramatic play as a whole as a lone predictor of child development. More specifically, this study finds that stepping out of role to offer verbal or nonverbal direction associates with increased understanding and sustained recall. Another important observation in this study is that effects on story recall were measured while controlling for the subjects' general oral language skills. This is one of few studies in drama using multiple regression analysis to provide controls within its analytical framework.

One implication of this study extends across the literature generally investigating classroom drama and reading comprehension. This is that drama-involved groups usually outperform non-drama groups. An open question remains based on this study: to what degree is the advantage assigned to drama groups carried by their members who engage in meta-cognitive activities (such as stepping out of role to "work on" a dramatic production)? This study provides a suggestion that drama alone versus no drama is not a large contributor to developmental advances; gains go to the more thoughtful and critical members of the cast.—*J.C.*

CONTRIBUTIONS TO THE FIELD

Building on a rich research tradition that shows that thematic-fantasy play improves comprehension as well as other cognitive abilities, this study breaks new ground. For the first time we have evidence that it is metaplay (or directing peers in the acting out of the story) that is critical in comprehension. Williamson and Silvern wisely conclude that it may well be the better comprehension that accounts *for the metaplay rather than the other way around,* but because the two go together, metaplay needs to be fostered and valued in early childhood programs.—*B.J.W.*

COMMENTARY

The findings of this study make a good case for giving children ample opportunities to design for themselves ways to act out stories they hear. As they direct their peers, they will be demonstrating or improving their comprehension of the stories in a way that is natural and enjoyable for them. Children who act out a story together without teacher tuition take charge of their own learning, and find the interpersonal and cognitive challenges engaging.

In light of the current pressures on preschool and kindergarten teachers to teach children to read at younger and younger ages, these findings provide an antidote to the pervasive and misguided emphasis on teacher-directed drill on lower-level skills of reading in preschool and kindergarten. Such an emphasis may result in better scores on standardized decoding tests, but in the long run the children may well be victims of the so-called third-grade slump in reading comprehension that characterizes far too many children. Children who engage in thematic-fantasy play in relation to stories, including those that represent their own ethnic or cultural heritage, are learning to pay attention to what matters most in reading—comprehension.

> "...stepping out of role, thinking about, and questioning or attempting to direct players are associated with higher levels of story understanding."

This study also has implications for children's writing skills. Much of recent research on the acquisition of writing skill has focused on the role of peer interactions and role-playing. Children who write with engagement and energy are usually talking with their peers and shaping their stories to entertain them (similar behaviors to those exhibited during fantasy play), and children who have opportunities to act out the stories they write (as they do through thematic-fantasy play) increase their enthusiasm for writing. Writing demands other qualities that are similar to those required for thematic-fantasy play, for example, constant shifting from high-level decisions to low-level mechanical concerns. In writing, children must "shift" between decisions regarding the overall gist of what a piece of writing is about to lower-level concerns such as spelling, or, in the case of very young children, even the formation of the letters themselves. In thematic-fantasy play, children must shift from high-level decisions as to who could play the grandmother back to the low-level miming of picking a flower.

Williamson and Silvern were appropriately cautious in their interpretation of their study and have suggested ways further studies can be designed to explore causality between metaplay, comprehension, and IQ. It would be appropriate to embed this study in Vygotsky's concept of a zone of proximal development (ZPD). He implies that what Williamson and Silvern call thematic-fantasy play provides a ZPD *because of the process of symbolization.* To effectively use symbols, a person must be able not only to know that this object is a purse, but for his or her purposes now it is Little Red Riding Hood's basket. In other words it is both the thing itself and what it symbolizes. The child who can explicate this distinction is in a ZPD where objects can be assigned an arbitrary function, just as a reader eventually has to learn to assign a particular squiggle on a page to a speech sound. Children who comprehend stories have to know simultaneously that their caregiver who is reading the harsh "All the better to eat you with, my Dear" is not about to devour them, but, rather, is choosing to play the role as a wolf in order to heighten the pleasure of the story. Expressive oral reading has this in common with thematic-fantasy play. A child can remain a trustworthy friend to his peers and also become a big bad wolf in a drama.—*B.J.W.*

STUDY NAME: **The Flight of Reading: Shifts in Instruction, Orchestration, and Attitudes through Classroom Theatre**
AUTHOR: Shelby A. Wolf
PUBLISHED: Reading Research Quarterly, 1998, 33(4): 382-415

Research Questions

Are children's reading comprehension, expressive fluency, and attitudes toward reading affected by a year of periodic dramatic coaching based on texts?

What happens when an academically diverse classroom of 8- and 9-year-olds makes a transition from a traditional "round-robin" reading program to one involving the creation of and performing in a classroom theater where children are encouraged to consider and enlist multiple forms of expression?

METHODS

The subjects of this study are 17 children labeled "at risk" in a remedial third- and fourth-grade classroom. The class included children reading below grade level and children with special needs who until recent policy changes would have most likely been schooled in special education classrooms. Eleven of the 17 children had been retained at some point in their short school careers. The children experienced traditional round-robin reading instruction up to the time of the study. During the one year over which this study took place, the teacher and students transformed their reading program from one that used "traditional" instruction to one in which they worked mainly through classroom theater activities, under the guidance of a visiting expert (not the researcher). The theater instructor worked with the class once a week from mid- December through April. The class was exposed to multicultural trade books, dramatic expression based on these books, and literary discussion. Instead of traditional cycles of reading, hearing others read, minimal discussing, and reading some more, students began to approach their texts through interpretation aimed at performing narratives and excerpts from their readings. The researcher used participant observation, audio recording, and video recording to discern various qualities of classroom life during reading instruction. Particular attention was given to language and action that characterize (1) instructional practice, (2) children's approaches to reading, (3) children's attitudes about reading, and (4) the degree to which children create meaning from text.—*J.C.*

RESULTS

By the start of the year, the children in this classroom had experienced enough signals that they were special to realize that their specialness was not necessarily a good thing. They had received a variety of "injuries" due to poor reading, labeling, and lack of success in most school activities. The teacher's remediating approach to reading instruction served to further narrow children's opinions of reading and themselves as readers and only increased their dependency on their teacher for anything having to do with reading, including picking up a book. Through classroom theater, however, new reading resources became available to these children, especially peer discussions in which they could argue and negotiate meanings of texts. Amidst the challenge to dramatize, "...children called on background knowledge, blending their understandings into others (sic). They became decision-makers and experts as they interpreted the words and did not simply turn the pages.... Through increased opportunities for practice, the children not only got inside the text but improved their accuracy and momentum." Children expanded their understandings and explored alternative expressions; they began to see themselves as actors, as *expressers*, and for the first time, the author concludes, as *readers*.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This study offers the field an example of a thoughtful, patient, and long-term inquiry into the life of a classroom over an entire school year. Instead of the more familiar use of treatment and control groups and a one-week research experiment to discern effects, the author in this case participates and observes in a classroom twice per week. A special quality of the resulting report is the very explicit account of how the author grapples with making valid sense of the voluminous notes and hundreds of hours of taped classroom language generated in the study. The sense-making is ably informed by the works of world-leading ethnographers, including Fred Erickson.

The results of this study should also be considered contributions to what we know about drama's roles in academic and social development. The classroom theater transformed students. At first they believed reading was a matter of just decoding story after story. When using classroom theater as a routine in their reading instruction, students took great interest in stories and displayed heightened inclinations to read for meaning and increased interest in the expression and movement involved in stories.—*J.C.*

COMMENTARY

This study demonstrates the value of what the author calls a "design experiment," one in which the evolution of events in a real classroom engaged in a new instructional model led to the sort of insights we might call "professional knowledge" as much as "research knowledge." However the products of such work might be characterized, the sense the author makes of this experiment should interest researchers, theater specialists, and teachers alike. The value of this work results from the tenacity and perspicacious orientation of the author to "see" what takes place

before, during, and after the 10 weeks of in-class drama coaching by an expert. There is rich detail in the reporting, much reproduction of children's dialogue, and a very convincing argument that one can learn valuable things by watching classroom events.

At its center, this study has parallels with Seidel's evaluation of Shakespeare & Company's education program. In that study adolescents taking time and patience to unpack the complexity and richness of the language in a play come to see themselves as a different sort of learner—deeper and more accomplished. An analogous shift in self-perception and sense of achievement visited the much younger academically challenged children in this study.—*J.C.*

CONTRIBUTIONS TO THE FIELD

This is a very interesting study, richly detailed and embedded in an appropriate theoretical framework of social constructivism. Because of its focus on changes in decoding and comprehension, this study contributes to research in both educational drama and reading pedagogy. The study specifically contributes to the expanding body of research on the effects of improvisational drama and readers' theater strategies on reading in significant ways. It would have been appropriate for Wolf to acknowledge this body of research (for example, the Whirlwind drama study summarized in this Compendium).—*B.J.W.*

COMMENTARY

The major part of the study focuses on the teacher's reading strategies and the students' responses to them, and beams a spotlight on the contrast the children sensed in their characterizations of *reading* vs. *acting*. The children's understanding of *acting* encompassed expressive intonation in oral reading, an ability every good reading teacher has as a goal. Because Wolf chose to do an in-depth qualitative "design experiment," she was able to capture a thick description of what was going on in the children's understandings and attitudes; her method of inquiry served her well.

The teacher Wolf chose to study was one who believed in and was dedicated to the now widely discredited (as Wolf admits) "round-robin" reading for remedial readers. This teaching method created an extremely sharp contrast between what the children deemed *reading*, and the reader response and interpretation that the theater teacher introduced. Admittedly, the views of the teacher Wolf studied may be more characteristic of teachers of remedial students than teachers of other students, and, if so, this is a sad commentary on the status of reading instruction in remedial settings. What is needed from future research are studies that compare good psycholinguistically sound reading instruction with theater strategies (unlike this one, which is compromised because it seems to contrast *bad* reading instruction with *good* theater techniques). Such a focus might tease out a distinction between reading and theater instruction that are both aimed at some of the same goals, such as fluency, expressive oral interpretation, connecting new with prior knowledge, insight into character values and motives, and reader response. The contrast would probably not be as stark as was found in this study, but such research might show just what it is that theater can do that other instruction *that aims at the same understanding by the students* does not do. It is not clear in this study whether the reading teacher ever wholeheartedly embraced goals beyond accurate decoding despite her obvious enthusiasm for the theater project and her increase in wait time before supplying words. By the end of the year, her major goal narrowed to preparation for the test battery. Hence, the metaphor of flying, but only for a short time, was apt.

"Educational policy-makers can use this study to show the value of classroom theater in facilitating an understanding and interpretation of literature that is deep and long lasting."

Educational policy-makers can use this study to show the value of classroom theater in facilitating an understanding and interpretation of literature that is deep and long lasting. Wolf's findings provide a persuasive warrant for the advocacy of more classroom theater and financial support for training programs and positions in schools for theater experts.—*B.J.W.*

Essay:

Research on Drama and Theater in Education

James S. Catterall

> Dramatizing makes it possible to isolate an event or to compare one event with another, to look at events that have happened to other people in other places and times perhaps, or to look at one's own experience after the event, within the safety of knowing that just at this moment it is not really happening. We can, however, feel that it is happening because drama uses the same rules we find in life. People exist in their environment, living a moment at a time and making those decisions which seem reasonable in the light of their present knowledge about the current state of affairs....So drama can be a kind of playing at or practice of living, tuning up those areas of feeling-capacity and expression-capacity as well as social-capacity. Poets do this in their poetry, painters in their painting, writers in their books, and filmmakers in their films.
>
> *Dorothy Heathcote, 1975*[1]

Introduction

About 40 years ago, a current surfaced in professional education writing and instructional practice reflecting a new legitimacy of drama and theater in the education of children. We may persist in debating what we want our children to know and be able to do; but when all is said and done, education is at least about preparation for effective living. In this context, and reflected in the writings of the world's pre-eminent classroom drama expert sampled above, we can readily see why some teachers would include dramatic activities in their instructional repertoires. Dramatic conventions offer a safe harbor for trying out the situations of life; for experimenting with expression and communication; and for deepening human understanding—developments devoutly to be desired, all.

Thinking and writing about drama in education in the middle of the 20th century did not involve much professional social inquiry—or research. Rather the deep experiences and up-close observations of teachers and coaches in the schools as well as the trainers of teachers engendered a broad consensus that drama *can teach*. Professional discourse began with such an assumption, and the concerns and divisions among the leading educationists focused not so much on the "whys" of drama in the curriculum but on the "hows." This conversation radiated at its brightest from the United Kingdom, where drama became widely used in the elementary schools as well as a course in the preparation of teachers.[2]

The presence of drama in American schools rests on informal traditions and is dictated largely by individual teacher preferences for engaging the medium. The range is wide—from U.S. teachers making pilgrimages to study with Dorothy Heathcote, to the lone teacher spontaneously organizing a role-playing exercise at the pop of an inspiration, and to entire teaching staffs in schools working in substantial partnerships with local theater companies. The common ingredient is that teachers use drama in their classrooms when they believe it accomplishes something.

The purpose of this Compendium is to report on the nature and extent of our knowledge about that "accomplished something." The lens we have chosen is the lens of scholarly research. This is not because we believe that the only things we can claim to truly "know" come to us through the efforts of formal research. Rather, we seek to check the "knowledge" of experience and intuition with that of more formal processes that examine the effects on human development of drama and theater in educational settings.

Definitions of Drama

Drama and theater in education are carried out in many formats, with many purposes, and in the guise of wide-ranging terminology. A unifying characteristic is the adoption of character roles of one sort or another by learners. Many studies included in the Compendium involve portraying a character from children's literature; some roles emerge from pure fantasy at the prompting of a teacher or coach. Most studies involve groups of children enacting scenarios or complete stories, sometimes with advance planning and sometimes not. These characterizations begin to hint at the general focus across the studies we chose for inclusion—research on drama in education concentrates mainly on young elementary- and kindergarten-age children, an observation to which we return when discussing specific research results.

"Dramatic conventions offer a safe harbor for trying out the situations of life; for experimenting with expression and communication; and for deepening human understanding..."

Research studies do not exhibit much in the way of a standardized vocabulary when they come to identifying dramatic activities. The studies included in the Compendium are no exception and display a diverse array of terms:

1 Dorothy Heathcote, *Drama and learning*. Chapter in Liz Johnson and Cecily O'Neill (Eds.) Dorothy Heathcote, Collected Writings on Education and Drama Cheltenham, England: Stanley Thornes (Publishers) Ltd. Page 90 (1984) This essay was originally published in 1975.

Classroom drama. This term refers to the use of drama in the school classroom. Such activity is typically directed by the classroom teacher or by students themselves and sometimes engages the assistance or direction of a drama specialist, sometimes the researcher.

"Research shows consistent positive associations between dramatic enactment and reading comprehension, oral story understanding, and written story understanding."

Creative drama. This term refers primarily to improvisational activities in which the participants invent fictional situations and characters of their own choosing, with or without specific guidance or context-setting by teachers or coaches. "Creative" refers to the inventiveness children bring to the dramatic act, orchestrated or spontaneous. A word of caution: improvising may smack of chaos in the canons of cognitive research. But as a process of invention and expression, improvisation proves of great interest to scholars of language development and reading, and with good reason, on the basis of what we report here.

Fantasy play. "Fantasy play" situations involve very young children (e.g., 5-year-olds) who tend to bring a great deal of inventiveness to the portrayal of even the most tried and true children's stories and characters.

Thematic fantasy play. "Thematic fantasy play" is dramatization guided by a theme or themes.

Is this art?

Given the description of the "field" offered and implied just above, it may be worth pausing before going forward to visit and dispense with this awesome question. As the details of the Compendium's studies in drama unfold, it is reasonable to ask what the fantasy role-playing of a 5-year-old or the classroom enactment of "Rumpelstiltskin" has to do with "art." We face the same issue raised by both Terry Baker and Karen Bradley in their overviews of studies in the visual arts and dance for this Compendium. Baker, for example, asks what elements of educational activity are to be considered an instance of the visual arts. We too faced challenges in deciding what to include as a study in the dramatic or theater arts.

We found no explicit conception of drama as an *art form* in the research studies we surveyed or in the studies we summarize here. And we found no empirical research into the academic and social effects of what was termed or even might be called the *theater arts* of any sort. This means that a great many things potentially relevant to a discussion of the academic and social effects of drama and theater do not enter the present conversation, especially things having to do with formal theatrical production and performance. Our focus necessarily became foundational. We indicated above that role-playing was the common ingredient of the studies we included in the Compendium. This flowed from our main criterion in selecting studies for the drama section: we chose studies where individuals adopt "roles" for one reason or another—characters other than themselves. The characters may be fictional or real, present time or historical, planned or improvised. The rationale for our main selection was that role-playing lies at the heart of the dramatic form, however infantile its execution and regardless of where baby steps might lead from an artistic point of view.

What did we find?

Here we turn to several characterizations of the studies we include in the Compendium. We first describe the targets and designs of the studies. Then we describe the main findings of the research.

Who is studied? Among our drama studies, there is a large concentration of research focused on young children. More than half of the drama studies included in the Compendium involve children between preschool and fourth grade as subjects, and a third of the studies focus on children in first grade and earlier. Only three studies involve middle schoolers, and three involved high school students.

Study designs. Nearly half of our studies are true experiments, which use random assignment of subjects to experimental and control groups. Most others construct comparison groups in rigorous ways. None depend solely on pre- and post-measures, although these are included among the data collection activities of some studies.

Studies in drama and learning, like many studies published in developmental psychology, tend to be of short duration. About a third of our studies were conducted over a matter of days. About half involved experiments or interventions lasting a few weeks or less. Three of our studies lasted a full school year, and one spanned two school years. This distribution reflects the field of experimental research in child development. Long studies are expensive, extended classroom studies may tax the patience of regular teachers, and children leave their initial schools and in doing so deplete experimental and control groups. And the academic context of the work of researchers again constrains the field: researchers publish more frequently when their projects occupy shorter periods of time. This is generally unfortunate, because there is good reason to value investigations of long-term

2 In the presence of such convictions, we might ask why *elementary* schools and not all schools? The oeuvre of scholarly writing about classroom drama concerns young children. We see scarce reference to the use of classroom drama in secondary school classrooms, perhaps because disciplinary specialist teachers see little place for drama in their instructional repertoires. While drama's detachment from high school physics might be expected, its potential use in studies of literature and history seems evident on the basis of research with young children, if not self-evident. A tradition of *theatre in education* (TIE) much involved with secondary schools in the UK is the subject of much writing but has produced no empirical research that we could find.

programs because of their potentially deeper impacts and longer-lasting effects.

Focus on narrative understanding. The Compendium's studies point to scholarly interest in a rather narrow cluster of academic domains in which drama shows consistent positive impacts. Although the dramatic or role-playing activities and the designs of experiments vary considerably, the effects gauged in a strong majority of our studies lie in the area of narrative understanding. Research shows consistent positive associations between dramatic enactment and reading comprehension, oral story understanding, and written story understanding. Research on the youngest subjects, 5-year-olds, kindergartners, and first-graders attends almost exclusively to story understanding. Having enacted a story (as opposed to having the story read to them in many designs), children are better able to retell the story, to recall more details, and to put the story's elements in the correct sequence. Studies of older children show impacts of drama on reading skills, persuasive writing ability, narrative writing skills, and children's self- conceptions as learners and readers.

The younger the better? Several studies teased out an important phenomenon within the range of impacts of drama on young children. In the four studies testing for effects across age groups, the impacts of role-playing were consistently stronger for the younger or youngest participants. Effects for kindergartners and first-graders exceeded effects on second- and third-graders; and in one study (Wagner), effects of enacting stories on writing for fourth-graders were larger than effects for eighth-graders.

This observation might help to explain the concentration on young children as subjects in published drama studies. If dramatic enactment has its most profound effects on younger children, this is where studies will find effects and attain publication. And this will reinforce a focus on younger children by other scholars who tend to build on each other's work rather than push into unestablished territory.

Why such concentration on reading and language? We might expect studies of drama to be drawn to reading and story domains because dramatic activity has substantial traffic with the spoken and written word, and dramatic acts almost by definition involve "narrative" or story—"movement in time," as Heathcote likes to say. But more is probably involved. Reading and language development (along with mathematics) are the coin of the realm in the educational research community. Because they are considered most central, academic journals and book editors no doubt favor research in reading and verbal expression—and of course researchers must publish in these outlets. Another influence lies on the technical side of the education research business: reading and language development benefit from established instrumentation for measuring results.

"Straying" into research on social developments such as empathy and tolerance or self-conception as examples of touted benefits of engaging in drama generally requires the invention of custom measures, observations requiring judgments and inferences on the part of researchers, or the much-criticized use of self-reports. As a group, these measures are "softer" than test scores, and scholars using them must go to extra lengths to demonstrate the validity of their measures—as some Compendium authors manage to do. In our studies, inquiries into social development are often supplements to studies of reading and language.

Social development. Drama is typically a social, interpersonal event. But research has given comparatively little attention to potential social developments. Among our studies there are some exceptions: de la Cruz finds enhanced social development among special education children including generally courteous behavior, ignoring distractions, and acceptable use of free time. Fink's extensive study suggests that drama activities for kindergartners lead to development of what he calls "social perspectivism,"—the ability to comprehend the various social relations inherent in a situation involving a cluster of individuals. In another study (one of only three high school studies we include), Horn explores self-confidence and self-image among at-risk secondary students who became engaged in playwriting. And Schaffner shows evidence of lasting attention to moral dilemmas as a result of drama.

Another of our studies should be considered especially strong with respect to its reach into the complex worlds of academic, emotional, and social development. This is Seidel's assessment of the programs of Shakespeare & Company carried out between 1996 and 1998. This work is strong because it investigated a high-quality and extended program and because of its intensive methods of documenting the program's functioning and impacts. This study shows that Shakespeare's plays can be particularly effective because of their lifelike complexity. The complexity of issues and emotions in the plays promotes, "word-by-word, emotion-by-emotion, thought-by-thought investigation of meaning," at least when teachers and learners choose to devote time to such an approach and to these ends. The step-by-step approach of Shakespeare & Company invites those who study Shakespeare to go deeply into their own experience, which is linked directly to all types of learning.

Seidel's study documents the impacts of Shakespeare & Company's summer teacher training and fall student productions not only on the understanding and interpretation of Shakespeare's plays but also on acting and stage direction skills. The study illustrates a whole approach to teaching and learning that has implications across a wide spectrum of educational situations.

Unpacking drama

Research in drama, like research in most types of interventions, often simply compares drama-involved groups to non-involved groups. We see this in many studies included here. Our studies also show that qualities within or accompanying dramatic activity are important contributors to the effectiveness of role-playing. One such factor comprises various acts of getting out of role to direct, suggest, and/or discuss aspects of what is transpiring during a dramatic portrayal. Directing and suggesting during rehearsal or performance are indicative of meta-cognitive activities and are evidence of engagement and concentrated thought. Whatever effects a study measures are usually more pronounced for children expressing active concern for how things are going. Another productive activity surrounding dramatic enactment shown in one study (Schaffner) is the value of formal reflection by participants after a dramatic enactment. In the case of this study, de-briefing and discussion drew children into explorations of interpersonal relations and moral values in what they had just performed.

"Heathcote's list implies an attractive agenda for research on drama in education because it delves into promising outcomes that have never been put to formal tests."

Podlozny's meta-analytic review also identified studies in which the influence of elements within the classroom influenced results for participants. Her analyses indicate that using a structured plot contributes to story understanding, reading achievement, and writing achievement. She found leadership, in contrast to the few studies included here, to have influence in some domains and not in others. She found leadership to impact oral and written measures of story understanding, but not to affect general reading and writing achievement. Interestingly, the meta-analysis indicates that dramatic activities using a mix of structured and non-structured plots produce the largest effects on oral language development. We conclude generally that awareness and promotion of specific child behaviors within drama, such as critical thought, questioning, opportunities for direction, and formal reflection, may be important to consider when designing dramatic enactment programs.

Transfer

Transfer refers to learning in one situation and context that produces capabilities and dispositions or inclinations producing effective performance in a different situation and context. Transfer is a central question explored across this Compendium, not just in the drama section. Does learning in art engender skills or dispositions, which in turn enhance academic or social development? We approach the larger questions regarding the transfer embedded across the entire Compendium in a separate essay within this volume.

Four of our studies show some evidence of transfer from drama activities. DuPont found that comprehension of text promoted in drama contributes to comprehension of text generally. Fink found that using imaginative play in facilitated experimental conditions associates with generally higher imaginative play subsequently. Horn finds that the writing involved in a drama experiment with struggling high schoolers cultivated general habits of mind during the year the class spent conceiving, writing, and producing a play. The disposition cultivated in this case was the general habit of seeking additional resources in order to write more effectively (specifically, using school and public libraries; turning to peers). This habit of mind is in short supply across student populations from grade 1 through graduate school, by all known assessments.

What is overlooked in available drama studies?

Since the discussion above indicates that the studies included in this Compendium tend to a relatively narrow focus and cluster at the early elementary level, it should occur to readers that a great deal of territory within drama and education remains unexplored. One obvious void is the lack of attention to older students. Researchers have aimed few experiments or inquiries at the higher grades, as noted above, probably due to such influences as the educational psychology community's bias toward basic and early developments of children and the relative prevalence of classroom drama in the elementary classroom. And teachers may be much less inclined in middle school and high school to involve drama or dramatic play in their academic teaching repertoires because of their concentrations on academic specialties regarded as having little to do with play.[3]

An unquestionable omission in the body of work on drama presented here is substantive attention to many potential outcomes beyond reading and language development. The foremost candidates among these would seem to be any learning that results from the interpersonal and intra-personal qualities of assuming characters and interacting to perform narrative scenes. Theater professionals have long concentrated on the importance of character study in order to perform genuinely on stage or in film. Learning about characters with worldviews, beliefs, and assumptions different from one's own would be expected to lead to skills or traits valuable generally such as increased empathy and understanding of others' views—a student's personal character affected by studying dramatic characters.

3 It is worth observing that professional scientists, mathematicians, and even historians typically characterize an important component of their work as play—the structured but unfettered exploration of ideas. This is not a typical quality of secondary school approaches to learning and instruction, where the curriculum embraces the *results* of historical play—breakthroughs, inventions, molecular structures, persons, and dates—rather than on *creating* ideas

A scan of our studies produces practically no references to theater. The entire world of theater in education—visiting troupes specializing in thematic production and discourse, school theater societies and productions, the annual school musical, the local children's theater company—benefits from no empirical research that managed to work its way into our files. We know very little on the basis of research about the effects of dramatic presentations to audiences generally, or about impacts on either the performers or the audiences in the case of school productions.[4] Explanations are suggested above, including the fact that the older age groups involved in theater do not fall into the sights of reading development researchers. But surely elements of oral language development are involved in theater performance, as may be psychological developments of performing regularly on stage (such as self-confidence and esteem).

Conclusion

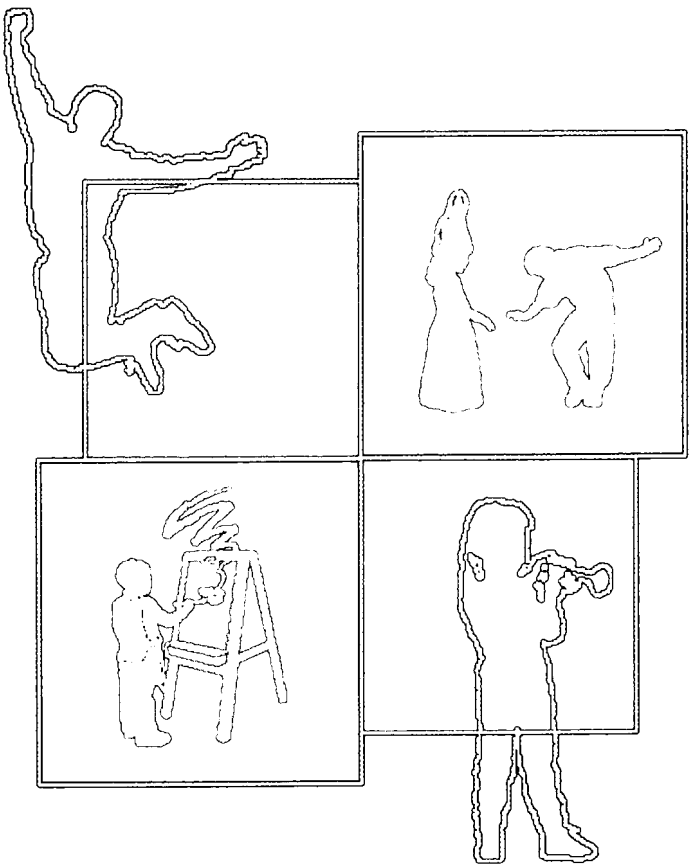
We could close this essay with a familiar refrain, "We'll have to leave such untested questions up to future research." And because we did not find these questions addressed in the vast literature considered for the Compendium, they do point to promising subjects of future inquiry. We can do added service to the topic by returning to the world that began this essay—the realm of professional knowledge. And once again to Dorothy Heathcote, whose compelling claims for drama comprise a tantalizing menu for future research.

Heathcote articulated what amounts to an inventory of "guarantees"—what she believes will happen when teachers use drama thoughtfully and effectively in their classrooms. The promised effects of drama she has culled from a lifetime of role-playing and observing teachers and students using drama touch on most subjects within the academic and social agendas of our schools. These "guarantees" are:

1. Making abstract concepts concrete.
2. Teaching a narrow fact so that it is fully learned—placed in a context for added meaning.
3. Introducing artifacts so that children are curious about them and experience them at a significant level—an important quality of any learning.
4. Inducing students to reflect on experience and see what they have in common with other people.
5. Opening doors to curriculum areas students might fear to venture into, including science, mathematics, and literature.
6. Giving students freedom coupled with responsibility.
7. Clarifying values.
8. Developing tolerance for a variety of personalities and ideas.
9. Showing students how they can stay with something they don't like, perhaps geometry or Tennyson's poetry, to a point of accomplishment.
10. Increasing students' vocabularies and helping students develop a finer control of rhetoric through interactions with others.
11. Bringing classes into situations that will increase their social health.
12. Helping students discover that they know more than they thought they knew.
13. Leading students to the real world more clearly in light of what they have learned in an imagined one.
14. Helping students capture more of what is implicit in any experience. That is, dramatization encourages probing into the meanings of terms, the use of words in the context of action, the nature of human relationships and individual motivations—and more generally encourages reflection on experiences and what one is learning from them.

This list of promises reflects the drama professional speaking to educators and to learners. In reading through its elements, we can say that the drama studies in this Compendium have made a sortie or two into the hearts of these claims with profit to show for the effort. It also appears, on the face of things, that this inventory would receive widespread acceptance as a set of developmental goals. In addition to the aims it suggests for our children, Heathcote's list implies an attractive agenda for research on drama in education because it delves into promising outcomes that have never been put to formal tests. Succeeding in even a small part of this agenda would amply expand the state of research-based knowledge about drama in education on hand today.

4 When we say we know little or nothing on the basis of research, we need to be clear. These issues are not addressed in the studies selected for the Compendium. This does not imply that these questions have never been asked by researchers or that efforts of researchers have never shed a ray of light on them. We may have excluded studies relevant to theatrical production based on our criteria of design and validity; and we may simply have missed deserving studies in our search.



Multi-Arts

STUDY NAME: **Using Art Processes to Enhance Academic Self-Regulation**
AUTHORS: Susan M. Baum and Steven V. Owen
PUBLISHED: Paper Presented at ArtsConnection National Symposium on Learning and the Arts: New Strategies for Promoting Student Success, New York, February 22, 1997

Research Questions

Do artistically talented students use more self-regulation strategies (such as paying attention and persevering) when they are in classes that integrate the arts with academics than when they are in traditional classes?

Do they learn more academic content in arts-integrated lessons?

Do they show gains on standardized academic tests as a result of learning in arts-integrated classes?

METHODS

Fourth-, fifth-, and sixth-grade students from New York City classrooms participated in an observational study. The students were talented in music, theater, or dance and were participating in a talent development program in their particular art form provided by ArtsConnection. The students were also in classrooms in which the arts were integrated into the regular curriculum, and in which the teachers were involved with ArtsConnection staff development.

Students were observed as they were taught the same academic content in two different formats—a traditional format without the arts, and one in which the arts were integrated. Observers documented the use of the following self-regulatory skills: paying attention, persevering, problem-solving, self-initiating, asking questions, taking risks, cooperating, using feedback, and being prepared. Students were also given a content-based quiz after each lesson.

Test scores in reading and mathematics were examined over a three-year period for a separate pool of students. Three groups of students were compared (no information was given about how many were in each group):

Young Talent Academic Group: Students participating in the Young Talent Program arts instruction and who were achieving on or above grade level in school. These students were presumably enrolled in classes that integrated the arts.

Young Talent at-Risk Group: Students participating in the Young Talent Program who were at risk academically, especially in reading. These students also participated in MAGIC, a program that also used the arts to support academic instruction in a manner similar to the arts-integrated classes.

Control Group: Students who were not participating in the Young Talent Programs in the arts, and who presumably were not enrolled in classes that integrated the arts with the curriculum.—*E.W.*

RESULTS

Self-regulation. Significantly more self-regulatory behaviors were seen in the lessons in which the arts were integrated into the curriculum than in lessons with straight academic instruction, as shown by correlated *t* tests, $p<.001$.

Content learning. Content learning in the arts-integrated vs. non-arts-integrated lessons in the same sample of students was examined via *t* tests. No significant differences were found for one lesson ($p = .26$). For the other lesson, students in the non-arts lesson did better than those in the arts-integrated lesson, a difference that almost reached significance ($p = .07$).

Reading scores at the outset of the study were highest for the Young Talent academic group and lowest for the Young Talent at-Risk group. While students in the control and Young Talent academic groups showed fairly steady performance over the three years, the Young Talent at-Risk students showed marked improvement in the third year (conclusions drawn from inspection of the graphs).

The extent of teacher training in arts-curriculum integration predicted reading scores for the at-risk students (with a correlation of .44).

Math scores were not enhanced by the arts program. But it should be noted that the arts in this program were integrated with the language-based curriculum, not with mathematics. At the beginning of the study, math scores were highest for the Young Talent academic group, and lowest for the Young Talent at-Risk group, as shown by an ANOVA main effect of Group, $p < .001$. All three groups gained in math over three years, as shown by a main effect of Time, $p<.001$. Neither of the two Young Talent groups, however, gained more than the control group.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study is notable as one of the first to look at whether students show more self-regulation in arts-integrated classes, and because it examines the effect of the arts on academically at-risk children.

The study found that artistically talented students engaged in more self-regulatory behaviors during classes in which the arts were integrated into the lesson. But they did not learn more in such lessons than in traditional ones.

When artistically talented but academically at-risk students were involved over the course of three years in arts training, learned in arts-integrated classrooms, and participated in an additional program that used the arts to support academic classes, they made greater gains in reading than did a control group. In math, their gains did not exceed those of the control group, though this is not surprising since the arts in the program were integrated with the lan-

guage-based curriculum, not with mathematics.—*E.W.*

COMMENTARY

It is not clear why the at-risk students showed significantly greater gains in reading (compared with the control group) than did the students who were not at risk. It may be significant that the arts programs received by the two groups of students were not identical. Future research should compare both types of children in identical arts programs. Another possibility is that the at-risk students showed more reading gains because they initially lacked self-regulatory skills and hence were more helped by the arts-integrated classrooms. This hypothesis could be tested.

We cannot conclude from this study that the improvement in reading by the at-risk students was a result of enhanced academic self-regulation. If this were the case, students should have showed gains (exceeding the control group) in mathematics as well.

Future research should investigate whether these findings generalize to students not selected for artistic talent.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study's contribution to arts education research is its attention to the potential of the arts to serve as intermediaries in the learning process. That is, the study suggests that the academic value of the arts may reside as much in the ancillary behaviors and attitudes they encourage as in their direct effect on content acquisition. In this case, artistically inclined students seemed to self-regulate (a global term that encompassed several attention-related behaviors) themselves more in arts-integrated lessons than in "traditional" lessons (i.e., those without the arts involved). The researchers explore why—or why not—such integration might influence content and skill acquisition in other disciplines.—*D.C.*

COMMENTARY

In order for this study, and others like it, to have a high degree of significance for schools, it would have to explore in more detail the differences among the arts programs the different groups of students in the study experienced. Such probing might explain better why the researchers saw the results they did and would offer readers a clearer understanding of the researchers' definition of arts integration. The term "arts integration program" is much too broad to serve as a variable for a study. Instead, it is a category under which a host of specific practices gather. For research on arts integration like this to have the potential of having significant implications for education, the various implemented forms of arts integration will have to be illuminated brightly.—*D.C.*

"Significantly more self-regulatory behaviors were seen in the lessons in which the arts were integrated into the curriculum than in lessons with straight academic instruction."

STUDY NAME: **Learning In and Through the Arts: The Question of Transfer**
AUTHORS: Judith M. Burton, Robert Horowitz, and Hal Abeles
PUBLISHED: Studies in Art Education, 2000, 41(3): 228-257

Research Questions

Do children in arts-rich schools show more creativity and higher academic self-concept than those in arts-poor schools?

Do arts-rich schools have different climates than arts-poor schools?

METHODS

Fourth-, fifth-, seventh-, and eighth-graders in 18 public schools were studied (2,406 students). These students attended a diverse group of schools ranging from ones in which the arts were integrated into the curriculum by classroom teachers to ones in which the arts were taught as separate subjects by specialists. Some schools were "arts rich" while others were "arts poor" as defined by "quantity of arts programming." Students were given a questionnaire about how many in-school arts and private arts lessons they had received. Students were given a figural creativity test (the Torrance), a self-concept test, and a questionnaire about their arts experiences (which led to a score for how much arts instruction each child had received in school, and a score for amount of arts lessons outside of school). Teachers were given three questionnaires: they were asked to rate their perceptions of students' imagination, risk-taking, expression, and cooperative learning; they were asked to rate their school climate in terms of affiliation, student support, professional interest, achievement orientation, formalization, centralization, innovativeness, and resource adequacy; and they were asked to rate how much they integrate the arts, collaborate with arts specialists, and use the arts as a tool to teach other subjects.—*E.W.*

RESULTS

Children in the top quartile of high arts exposure (both in and out of school), as determined by the student questionnaire, were compared with those in the lowest quartile of arts exposure. High arts children scored higher on the figural creativity test (no statistics reported). High arts children scored higher (from teacher ratings) on expression, risk-taking, creativity-imagination, and cooperative learning. A regression analysis showed a significant relation between (a) amount of arts instruction and teachers' efforts at arts integration and (b) teachers' perceptions of students' risk-taking. High arts children scored higher on several subscales measuring academic self-concept. Teachers and principals in schools with strong arts programs believed that the presence of the arts led their teachers to be more innovative, to have increased awareness of different aspects of students' abilities, and to find school a more enjoyable place to work. Arts-rich schools scored higher (from teacher ratings) on affiliation, student support, professional interest, teacher innovativeness, and resource adequacy, and lower on achievement orientation, formalization, and centralization, suggesting that arts-rich schools are not top-down structures.

Qualitative measures (interviews, observations) in five schools were also conducted. Teachers in the arts-rich schools were more likely to speak of their students as able to express ideas and feelings, take risks, and to focus their perception. Drama teachers spoke of drama as leading to empathy and ability to collaborate.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study is a rich qualitative and quantitative study of the relationship between arts education and creative thinking, academic self-concept, and school climate. It found that students in arts-rich schools scored higher in creativity and several measures of academic self-concept than students in schools without that level of arts. Arts-rich schools also had more innovative teachers (as measured by teacher self-reports).—*E.W.*

"Teachers and principals in schools with strong arts programs believed that the presence of the arts led their teachers to be more innovative..."

COMMENTARY

This study is correlational in design and does not allow causal conclusions. It is possible that children in arts-rich schools scored higher on creativity and academic self-concept as a direct consequence of their experiences with the arts. However, since the arts-rich schools had more innovative teachers, it is equally possible that teacher innovation is the factor that led to greater creativity and academic self-concept.

Future research should investigate whether schools that grant the arts a central role attract better, more innovative teachers as a direct consequence of the new role for the arts. More study is needed on how arts in the schools can alter the school climate. Measures beyond self-report are needed, such as systematic objective observation of teaching in arts-rich vs. arts-poor schools by trained observers blind to the hypothesis.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study connects arts integration to two important stu-

dent outcomes—creativity and self-concept—and one significant school outcome—school climate. Such research is important because it lends ammunition to the "value-added" justification for including the arts in the everyday curriculum.—*D.C.*

COMMENTARY

The study explores aspects of students' school performance that have logical connections to arts-related activities. In other words, the study identifies the arenas of academic and personal performance in which arts researchers should think about staking their claims (i.e., creativity and self-concept)—as opposed to defining such performance more narrowly in terms of standardized tests geared to specific disciplines.

While the study is correlational in design (among certain student and school variables), it has important implications for how arts-rich schools become so. It not only details what the participating sites did to integrate the arts but also offers an account of how the arts-rich schools managed to establish their approaches. Thus, the study situates arts-related practices in the schools' contexts, a feature that arts education research has to incorporate into study designs if the findings are going to have meaning for educators.—*D.C.*

"...students in arts-rich schools scored higher in creativity and several measures of academic self-concept than students in schools without that level of arts."

STUDY NAME: **Involvement in the Arts and Success in Secondary School**
AUTHOR: James S. Catterall
PUBLISHED: Americans for the Arts Monographs, 1998, 1 (9), Washington, D.C.

Research Questions

Do students in middle and high school who have high involvement in the arts perform better than those with low arts involvement on a variety of academic indicators? And if so, does this relationship hold up when the sample is restricted to students from the lowest SES quartile in the United States?

METHODS

Data from 25,000 students participating in the National Educational Longitudinal Study (NELS) of 1988 were examined for this study. Students in the NELS study were followed from eighth to tenth grade. Students were classified in terms of arts involvement both in and out of school. Arts involvement was measured by number of arts courses taken, number of out-of-school arts courses taken, and attendance at museums outside of school. Students in the highest quartile of arts involvement were compared with those in the lowest art-involvement quartile on a variety of academic measures. Academic measures for eighth graders were: grades in English; scores on composite standardized tests; dropping out of school by grade 10; boredom in school half or most of the time. Academic measures for 10th-graders were: composite standardized test scores; reading scores; scores on a test of history/geography/citizenship. Tenth-graders were also assessed in terms of community service involvement and television watching.

A sub-study was conducted on 6,500 students from the lowest SES quartile. The identical methods and measures were used.—*E.W.*

RESULTS

The relationship between arts involvement and academic achievement was positive in both eighth and 10th grades for the broader sample of 25,000 students cutting across all SES levels. High arts students earned better grades and performed better on standardized tests. High arts students also performed more community service, watched fewer hours of television, and reported less boredom in school.

When high vs. low arts-involved students from the lowest SES quartile were compared, the same findings emerged. High arts students again earned better grades and scores, were less likely to drop out of school, watched fewer hours of television, were less likely to report boredom in school, had a more positive self-concept, and were more involved in community service.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study demonstrated that students who are highly involved in the arts in middle and high school in the United States perform better on a variety of academic measures than do students who are minimally involved in the arts. This positive association for the general student population between arts involvement and academic achievement was found in a focused study of students from the lowest SES quartile in the United States.—*E.W.*

COMMENTARY

This study is important because it demonstrates that the correlation in the United States between choosing to study the arts and achieving well academically is not a function of SES. However, because this study is correlational in design, it does not allow us to conclude that arts involvement *caused* academic achievement to rise. It is equally possible that high academic students choose to involve themselves in the arts, perhaps because they come from families that value academic achievement as well as the arts.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study draws on data collected from more than 25,000 students contained in the 10-year database of the National Educational Longitudinal Survey (NELS). The author examines the relationships between students' arts participation and their achievement, attitudes, and behavior in secondary school. The analysis establishes a significant correlation between eighth- and 10th-grade students' arts activities and their grades, standardized test scores, staying in school, and being interested in school. This study lays the groundwork for a viable rationale for arts inclusion in the schools. Although the researcher is unable to demonstrate cause and effect, the research shows that an arts-rich learning environment is associated with a host of positive educational measures. The study (or more accurately put, the secondary analysis of the NELS data), therefore, connects the arts to academics and to other "value-added" outcomes.—*D.C.*

COMMENTARY

Studies that highlight the association between arts educa-

tion and student achievement offer a direction for further study, and, thus, have considerable imaginative value for arts education researchers. However, further study is absolutely necessary in order for correlational designs to have substantive meaning for educators. In addition to being unable to tease out which way the effects flow—from arts involvement to achievement or achievement to arts involvement—the study is unable to illuminate the types of arts experiences students are having. More arts involvement is apparently desirable, according to the study, but almost certainly the richness and texture of this involvement matter, as do the characteristics of the programs in which the students participate. Empirically unpacking the nature of the involvement and the programs will make it possible for the primary findings to have actual implications for enhancing the role of the arts in education.

This study is additionally important because it mines the available database for a variety of measures of academic performance, from content and skill acquisition to general attitudes. Despite the fact that American educational policy is consumed with test scores, the arts may have more logical and actual connections to other aspects of students' academic and everyday lives. To exclude the latter from consideration and focus only on test scores in research would be to force the arts to justify their presence in schools by reaching goals they are potentially ill suited to accomplish.—*D.C.*

"High arts students...earned better grades and scores, were less likely to drop out of school, watched fewer hours of television, were less likely to report boredom in school, had a more positive self-concept, and were more involved in community service."

STUDY NAME: **Involvement in the Arts and Human Development: Extending an Analysis of General Associations and Introducing the Special Cases of Intensive Involvement in Music and in Theatre Arts**

AUTHORS: James S. Catterall, Richard Chapleau, and John Iwanaga

PUBLISHED: Unpublished Manuscript, The Imagination Project, Graduate School of Education and Information Studies, University of California at Los Angeles, April 1999

Research Questions

Do high school seniors who have been highly involved in the arts at least since eighth grade perform better academically than students who have not been involved in the arts? And what academic achievement patterns are associated with intensive involvement in theater and in music?

METHODS

Students were classified in terms of how involved they were in the arts. Arts involvement was measured by number of arts courses taken, number of out-of-school arts courses taken, and attendance at museums outside of school. High arts-involved students were ones who had been involved in the arts since the eighth grade. The top quartile of students in terms of arts involvement (n=3720) was compared with the lowest quartile (n=3720) on a variety of academic tests.—*E.W.*

RESULTS

As in the earlier finding by Catterall (1998) with eighth- and tenth-graders, the students with high arts involvement scored higher on standardized test scores than those with low arts involvement. More specifically, 57.4 percent of high arts-involved students scored in the top two quartiles of standardized tests, compared to only 39.3 percent of low arts-involved students; 56.5 percent of high arts students scored in the top two quartiles in reading, compared to 37.7 percent of low arts students; and 54.6 percent of the high arts students scored in the top two quartiles of history/geography/citizenship tests, compared to 39.7 percent of low arts students. This same relationship was upheld when the lowest SES quartile of students was examined, though the difference was smaller in magnitude. Specifically, 30.9 percent of low-SES high arts students scored in the top two quartiles of standardized tests, compared to only 23.4 percent of low-SES low arts students; 32.9 percent of low-SES high arts students scored in the top two quartiles in reading, compared to 23.6 percent of low arts students; and 30.7 percent of the low-SES high arts students scored in the top two quartiles of history/geography/citizenship tests, compared to 30.4 percent of low-SES low arts students.

Students who report consistent high levels of involvement in instrumental music over the middle and high school years were also performing better in math at grade 12. Specifically, 48 percent of high-SES students in orchestra or band performed at the highest levels in math, compared to 38.6 percent of high-SES students not involved in music. Even more striking was the group difference for the low-SES students: 33.1 percent of low-SES students in orchestra or band performed at the highest levels in math, compared to only 15.5 percent of low-SES students who were not involved in music.

Students who report sustained involvement in theater performed better in reading (about 48 percent of drama students scored high in reading, compared to 30 percent of students not involved in drama). Low-SES students in theater also showed greater gains in self-concept than did low-SES students not in theater (as measured by questions about how much they value themselves, their abilities, and their achievements). The differences between the groups were small, however (about 53 percent vs. 48 percent, as indicated by the authors' charts), and the authors caution that the differences would not be considered significant. Finally, low-SES students in theater responded more tolerantly to two questions about racism than did low-SES students not involved in theater, suggesting that students involved in drama have higher levels of empathy and tolerance than do those not involved in drama. The self-concept and empathy/tolerance comparisons were carried out only on the low-SES quartile.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study extends the 1998 study also by James Catterall examining the relationship between arts involvement and academic achievement among 10th-graders who had been involved in the arts since at least eighth grade. The findings show that in the United States, high school seniors who have been highly involved in the arts since middle school do better academically than those who have not been involved in the arts. In addition, those involved in music do better in math than those not involved in music; and those involved in drama do better on verbal and social measures than do those not involved in drama. This study is important because it demonstrates that the correlation in the United States between choosing to study the arts and achieving well academically is not a function of SES.—*E.W.*

COMMENTARY

This study, like the 1998 study by Catterall (this volume) is correlational in design. Thus we cannot conclude that it is arts study that causes academic achievement, nor that music study leads to math achievement, nor that drama study leads to verbal and social improvement. We cannot know whether students with particular academic and social profiles gravitate to the arts, or whether the experience in

the arts molds the academic and social profiles that these students exhibit.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study found that those students who are most involved in arts experiences also perform better in standardized measures of academic performance, achieve higher grades, and are most engaged in school. The comparative performance of high-arts-involved students increased from eighth- to 12th-grade, supporting the view that effects build over time. Significantly, the relationship between arts involvement and academic performance was found to be robust for students from low-socio-economic (SES) backgrounds. Further analysis found relationships between involvement with music and math proficiency for low-SES students. Relationships were also found (for low-SES children) between drama involvement and various academic and social outcomes, including development of reading proficiency, self-concept, motivation, empathy, and tolerance. These findings are consistent with other studies examining general cognitive and social effects from arts learning, and suggest areas for further study.—*R.H.*

COMMENTARY

The authors demonstrate that children from high-SES families are much more likely than low-SES children to be consistently involved in arts activities or instruction. Economically disadvantaged students often do not have the same opportunities to become engaged in the arts. But, as this study shows, those low-SES children who *do* participate in the arts also perform better, academically and socially. Therefore, from a policy perspective, it may be beside the point whether arts instruction is the fundamental *cause* of increased performance, or instead is one of the *conditions* of superior schools. Either way, economically disadvantaged youngsters should have the same opportunities as others to partake in the benefits that the arts can bring, through either improved academic performance or improved schooling. From a research perspective, these findings indicate a direction for further, more focused study on relationships between specific artistic domains, and academic and social outcomes.—*R.H.*

"Significantly, the relationship between arts involvement and academic performance was found to be robust for students from low-socio-economic (SES) backgrounds."

STUDY NAME: **Chicago Arts Partnerships in Education (CAPE): Evaluation Summary**
AUTHORS: James S. Catterall and Lynn Waldorf
PUBLISHED: In E. Fiske (Ed.), Champions of Change: The Impact of the Arts on Learning. The Arts Education Partnership and The President's Committee on the Arts and the Humanities, Washington, D.C., 1999

Research Question

Do low-SES urban public school students in schools that integrate arts and academics (through partnerships with teachers and artists) perform better on standardized tests than do students who are in schools that do not integrate arts with academics?

METHODS

This study examined the effect on test scores of the Chicago Arts Partnerships in Education (CAPE). CAPE schools brought artists and teachers into partnerships so that they could develop curricular units in which an art form was integrated with an academic subject. Fifty-four percent of the teachers reported having developed one arts-academic integrated unit, while 24 percent reported having created four to five such units. Units typically lasted four to six weeks. Typically it was a visual art form integrated into a reading or social studies unit. The reading and mathematics test scores for CAPE schools were compared to scores from other Chicago public schools at grades 3, 6, 8, 9, 10, and 11.—*E.W.*

RESULTS

In none of the comparisons made between CAPE and control schools did the control schools perform better than the CAPE schools.

Math: In the K-8 grades, 40 comparisons were made between CAPE and control school math scores. Of these, 16 comparisons showed CAPE schools increasing their lead over control schools. At the high school level, 8 out of 12 comparisons showed CAPE schools increasing their lead.

Reading: In the K-8 grades, 40 comparisons were made between CAPE and control school reading scores. Of these, 25 showed CAPE schools increasing their lead over control schools. At the high school level, 7 out of 12 comparisons showed CAPE schools increasing their lead.

The differences between CAPE and comparison students were statistically significant in elementary school, especially by sixth grade. No differences were found at the eighth-grade level. While the differences still favored the CAPE students at the high school level, these differences were not statistically significant.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study demonstrated that the low-SES children in arts-integrated schools perform better than those in comparison schools in terms of test scores. The difference was statistically significant at the elementary level, but not at the high school level.—*E.W.*

COMMENTARY

This study reports an interesting but difficult-to-interpret finding. We cannot know whether the relative advantage of the students in the arts-integrated (CAPE) schools is due to the role of the arts in their schools or whether it is due to the energizing effect of any new kind of program (the Hawthorne effect). Future research should compare CAPE students to students in another kind of new and exciting program that does not involve the arts. This kind of comparison would allow us to determine whether academic performance rises because of the energizing effects of a new program that teachers believe in, or whether their performance rises only as a function of the arts.—*E.W.*

"...low-SES children in arts-integrated schools perform better than those in comparison schools in terms of test scores."

CONTRIBUTIONS TO THE FIELD

The study establishes an association between low-income students' academic achievement and their attending schools that have arts integration activities. In doing so, it compared student performance in schools that had established partnerships with local artists and arts agencies with those that had not created such connections to the arts community.—*D.C.*

COMMENTARY

Studies such as this are unable to demonstrate cause and effect and, thus, must be regarded as more suggestive than conclusive. Nevertheless, the study makes two equally important intellectual contributions: its suggestion that artist and teacher partnerships can have a positive effect on

student achievement and its attention to what these partnerships look like and how the role of the arts evolves in participating schools. With respect to the former, the use of comparison sites adds an element of rigor to the study, but without knowing extensive details about what these comparison schools were like it is impossible to determine whether the two groups of schools were organizationally and educationally similar other than in terms of arts integration. Regarding the form the arts partnerships took, the authors demonstrate clearly (1) that there are a variety of ways of enacting partnerships, (2) that some of these ways may be more effective than others, and (3) that school context, organizational arrangements, and leadership all play a role in sustaining and expanding the partnerships over time. This is the kind of research that bridges the gap between educational justifications for integrating the arts into everyday school instruction and how to actually afford the arts such a meaningful role in schools.

Additionally, the study addresses other "student outcomes" that the arts might influence, such as workplace and life skills. The study argues that there appears to be a stronger connection between incorporating the arts into schools and student benefits in these two arenas than solely in content acquisition in certain core subjects.—*D.C.*

STUDY NAME: **The Role of the Fine and Performing Arts in High School Dropout Prevention**
AUTHORS: N. Barry, J. Taylor, & K. Walls
PUBLISHED: Center for Music Research, Florida State University, Tallahassee, FL, 1990

Research Question

Is involvement in the arts associated with lowered high school dropout rates?

METHODS

Forty students at risk for high school dropout were surveyed (including both students currently in high school and some who have graduated but were once thought to be at risk). Students were asked why they had decided to stay in school. In addition, 11 at-risk students were observed in arts classes as well as academic classes for their degree of attention and engagement.—*E.W.*

RESULTS

Of the 22 students who responded that they had seriously considered dropping out of school, six (27 percent) said that they stayed on because they liked the arts or music, and three (14 percent) said they stayed because they wanted to go on in an arts field. Thus, nine out of 22 (41 percent) said that something about the arts kept them in school. Thirty-six of the students were asked directly whether participation in an arts course affected their decision to remain in school. Of these, 30 out of 36 (83 percent) said yes. When asked how the arts course influenced them, seven (23 percent) cited job opportunities.

Field observations of 11 at-risk students revealed that in arts classes, these students were "on task" 84 percent of the time, as compared with only 73 percent of the time in non-arts classes. Thus, it appears that academically at-risk students are somewhat more often engaged in arts classes than in academic classes. Whether such engagement is what led students not to drop out cannot be determined from this study.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study investigates an important potential social outcome of arts education—decreasing school dropout.—*E.W.*

COMMENTARY

A small group of students at risk for high school dropout who remained in school often cited the arts as a reason for their decision not to drop out.

This study did not actually measure dropout rates, but rather asked students who did not drop out about their reasons for remaining. Future research should compare dropout rates for two groups of equally at-risk students, ones who do participate in the arts and ones who do not. Ideally these students should be "assigned" randomly to arts or non-arts. Without random assignment, the research remains subject to the self-selection hypothesis: perhaps students who are motivated enough to choose to take the arts and who then become engaged in these classes are also those who are motivated enough to remain in school.

Future research might compare arts vs. sports to determine whether for some students, engagement in the arts keeps them in school, while for others, engagement in sports is what motivates them to stay.—*E.W.*

CONTRIBUTIONS TO THE FIELD

The Arts and High School Dropout Prevention project was designed to investigate arts teachers' claims that students identified as at risk of dropping out of school attend and perform well in their classes. Employing a qualitative approach, the study also reveals some of the aspects of effective arts classes that support increased engagement, motivation, and learning. While limited by sampling issues, as noted by the authors, this study makes a contribution to our understanding of how to document and describe the processes and outcomes of arts education.—*J.W.-D.*

COMMENTARY

High school arts teachers often anecdotally describe the positive effects of arts education as a strategy for engaging and motivating their "at-risk" students. These teachers assert that students identified as potential "dropouts" participate in positive ways in their art classrooms and develop artistic skills and expression when they are struggling in other classes. Arts teachers also claim that the attendance records of at-risk students in their classes are good, in comparison with some other classes. Given national concern with persistent high school dropout rates, early identification of students at risk of dropping out and effective strategies for keeping them engaged are of critical interest. Research identifying the key characteristics of effective arts teaching and supportive arts learning environments may provide strategies and resource recommendations that will generalize to other contexts. The study described in this report, conducted by members of the Arts and High School

Dropout Prevention project at the Center for Music Research at Florida State University, was funded by the Florida Department of Education in an effort to systematically document the relationship between participation in the arts and students identified as "at risk" of dropping out of high school.

The at-risk students participating in this study attribute their motivation to stay in school to their arts experiences. The authors report a number of factors related to the arts that positively affected the motivation of these students, including the development of and/or opportunity to exercise keen interest in the arts, a context that promotes the constructive acceptance of criticism, a positive and supportive social environment where it is safe to take risks, meaningful opportunities to achieve artistic and creative satisfaction, and the development of self-discipline. Observations of these students in both their arts and non-arts classes revealed the strategies and motivational techniques the arts teachers of these students used, including hands-on involvement to promote on-task behavior, individualized instruction coupled with positive reinforcement, recognition for creative accomplishment, genuine and personal interest in the students, maintaining high standards and expectations, and a quality arts program with adequate offerings, supplies, equipment, and staff.

While the design of this study has limitations with respect to sampling, it provides evidence that qualitative data, in this case open-ended survey responses, provide compelling and rich descriptions of the social processes of arts classrooms and the effects of quality arts experiences for students—which in turn may illuminate those characteristics of these contexts that are central to student engagement, motivation, and learning. The authors recommend that future research attend to the sampling issues of a very limited sample size and participant self-selection.—*J.W.-D.*

"This study investigates an important potential social outcome of arts education—decreasing school dropout."

STUDY NAME: **Arts Education in Secondary Schools: Effects and Effectiveness**
AUTHORS: John Harland, Kay Kinder, Pippa Lord, Alison Stott, Ian Schagen, Jo Haynes, with Linda Cusworth, Richard White, and Riana Paola
PUBLISHED: National Foundation for Educational Research (NFER), The Mere, Upton Park, Slough, Berkshire SL1 2DQ, UK, October 2000

Research Question

Does involvement in the arts in secondary school boost general academic performance?

METHODS

This was primarily a qualitative study based on student self-report, but it also included a quantitative examination of the relationship between arts concentration in secondary school and performance on national exams. The study had four major components:

Case studies of five secondary schools in the United Kingdom with strong arts reputations were carried out through annual interviews with two cohorts of students (79 each year) who were doing well in arts courses, interviews with arts teachers and school officials, and observations of arts classes. The focus of the interviews was on what students perceived the effects of arts education to be.

Performance on the United Kingdom's national academic exams (GCSE) was reviewed for 27,607 students from 152 schools in the 11th year of secondary school, particularly looking at the amount and type of each student's arts study.

Questionnaires were administered to 2,269 11th year students in 22 schools to relate exam performance, prior attainment scores, and key stage 3 national test results.

Interviews of a small group of school administrators were conducted to probe their views of the impact of the arts on school culture.—*E.W.*

RESULTS

Case study results showed that students performing well in at least one art form reported a wide range of positive effects from arts education. While the most common effect reported was direct learning of skills in the art form, students also reported that arts classes resulted in enjoyment, relief of tension, learning about social and cultural issues, development of creativity and thinking skills, enriched expressive skills, self confidence, and personal and social development. Thus, students clearly perceived that the arts facilitate their personal and social development.

Responses differed by art form. Students reported that dance increased body awareness, visual art led to expressive skill, drama enhanced empathy, and music promoted active listening. The authors conclude that to achieve the full effect of the arts, students need exposure to each of the individual art forms. Learning gains from exposure to one art form are not the same as gains from exposure to another art form, and the arts should not be treated as "one" unified discipline.

Results from the larger sample found no evidence that the arts boost general academic performance as measured by performance on the national exams taken at age 16. For instance, when social class and prior attainment were controlled, there was no relationship between performance on the English or mathematics exams, on the one hand, and taking two years of visual art, drama, or music, on the other hand.

School administrators reported that the arts affect the school culture by encouraging a positive, cohesive atmosphere. They also acknowledged that school improvement depends on many factors besides the arts.

The authors conclude that the arts should have equal status with all other subjects, and also that the different art forms should have equal status in the curriculum.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This is a large-scale and well-designed study conducted in the United Kingdom. The qualitative self-report component of this study demonstrated that secondary school students who are doing well in the arts and attending schools strong in arts believe that the arts contribute to their personal and social development. School administrators believe that the arts have a positive effect on school culture.

However, the quantitative component of this study demonstrated that after controlling for social class and prior achievement, no relationship existed between studying the arts in secondary school and performance on national exams. Thus there is a disconnect between what students and administrators believe and what the tests show. Future study should examine whether the positive effects attributed to the arts by students and administrators are illusory, or whether they in fact exist but are simply not captured by the national exams.—*E.W.*

COMMENTARY

This study reveals an interesting contrast between the administrators' perceptions that the arts facilitate academic achievement and the finding of no relationship between arts study and exam performance. This result directly contradicts the

U.S. findings that students with more arts courses score higher on the SAT. This discrepancy can be understood if we recognize that both results are correlational, not causal. Perhaps in the United States academically strong students are advised to study the arts, while in the United Kingdom, academically strong students are not encouraged to study the arts.

The primary outcomes reported by arts-strong students were social ones. Future research should examine social outcomes using objective measures to determine whether students' self-reports of social benefits are borne out in empirical measures of social outcomes.—*E.W.*

CONTRIBUTIONS TO THE FIELD

Conducted in the United Kingdom, this ambitious, large-scale, mixed-methods study addresses the central question of whether or not arts education positively affects the general academic performance of secondary students. The researchers also attempt to identify the critical factors and processes that may promote such effects and use these factors as the basis for policy recommendations to promote best practices in arts education. Commissioned by the United Kingdom's National Foundation for Educational Research (NFER) and funded by a range of corporate, arts-related, and governmental organizations, this work was part of a national effort to balance advocacy of the arts with a rigorous examination of "the effects and effectiveness of arts education." This is an executive summary of the much larger comprehensive report generated by the research team.

Implemented over several years, this research was conducted in two phases—a set of school-level case studies and an analysis of national test data. The findings from the case studies conducted in five exemplary secondary schools provide evidence that, in general, the arts do promote a range of positive learning and social outcomes for students. Positive outcomes for schools, employers, and local communities are also described. In the case study schools, selected for their robust arts programs, students, teachers, administrators, and members of the larger school community share a strong belief that the arts make a significant contribution to students' personal and social development, provide opportunities for learning that generalizes to other contexts and content areas, and have a positive effect on school culture. However, when compared to these qualitative results the analysis of test results appears contradictory. Drawn from a larger, more representative sample of schools, the test data reveal no significant relationship between involvement in arts study and improved exam performance. These statistical results also appear to contradict findings from research conducted in the United States that reveal a strong relationship between involvement in arts study and high SAT scores. According to the authors, intervening factors such as the quality of arts teaching or differences in cultural patterns of participation may help explain these discrepancies.—*J.W.-D.*

COMMENTARY

A real strength of this research is its design—employing both qualitative and quantitative methods allows contrasting results to emerge and points to the need to reconsider the results of purely correlational studies. The qualitative results provide a meaningful context for the more limited findings generated by the quantitative analysis. The positive personal and social effects and the kinds of arts skills and knowledge described by participants in the qualitative component of this research are echoed in numerous other studies and point to the need to develop appropriate means of capturing these outcomes and affording them the status in school that society affords them once students are out of school.—*J.W.-D.*

"...students performing well in at least one art form reported a wide range of positive effects from arts education."

STUDY NAME: **Living the Arts Through Language and Learning: A Report on Community-Based Youth Organizations**
AUTHOR: Shirley Brice Heath
PUBLISHED: Americans for the Arts Monographs, Washington, DC, November 1998: 2, 7.

Research Question

Do low-SES, at-risk students who are intensively involved in the arts through after-school organizations perform better in school than those who are not so involved?

METHODS

Heath studied adolescents involved in 120 non-school organizations of three types: arts organizations, athletics organizations that also had a strong academic bent, and community service organizations. Forty-eight of the organizations were arts-based. Of these, 32 were primarily drama-based but also involved work in other arts to support drama productions—e.g., music, dance, writing scripts, and scene painting. The remaining 16 organizations focused on visual or musical arts. All of the arts organizations involved students in working toward a public performance or exhibition for the community. All of the organizations had a strong community service orientation.

Students were observed over an 11-year period (1987-1998) as they participated in their after-school site. The students came from at-risk homes and schools. In comparison to students surveyed in the National Educational Longitudinal Sample (NELS) in 1990, the arts-involved students came from schools with double the potential for violence. They came from families with twice as much divorce and recent unemployment. And their families were five times more likely than those in the NELS sample to have been recently on welfare.

The students were involved in an after-school arts organization for at least three hours a day three times a week for one full year. Thus, these students made an exceptional commitment of time. All students participated in these organizations voluntarily. Their activities included not only work in their chosen art form but also indirect academic training. For instance, writing and reading were often involved (for example, scripts and gallery catalogues were read and written); math was involved (they calculated travel costs); oral verbal skills were involved (they were involved in verbal critique sessions and learned a technical vocabulary related to their art form); and critical thinking was involved (in their frequent critique sessions, students were asked to think and reason about their work in a quite systematic way). Finally, social skills also were involved, as students sometimes served as receptionists or travel coordinators for their organizations.

One hundred forty-three students in these after-school arts organizations were given a series of questions that also were administered to the NELS sample of 17,000 10th-graders in 1990. The NELS sample served as the control group.—*E.W.*

RESULTS

Students involved in the arts organizations stood out from the NELS control group in a variety of ways. They were:

- two times more likely to win an award for academic achievement
- four times more likely to win schoolwide attention for academic achievement
- four times more likely to participate in a math or science fair
- three times more likely to win an award for school attendance
- over four times more likely to win an award for an essay or poem
- nearly twice as likely to read for pleasure
- over three times more likely to be elected to a class office in school
- over four times more likely to engage in community service
- eight times more likely to win a community service award

The arts-involved students also had higher than average educational aspirations. For instance, in the NELS sample, 62 percent said they would go to college, but in the arts group, 83 percent viewed themselves as college-bound.

The arts-involved students came from families that valued education and that held high aspirations for their children. A higher percentage of parents of the arts-involved students wanted their children to get a higher education as compared with the parents in the NELS sample. And more parents of the arts-involved students often attended school events.

Heath hypothesizes that several key factors in the arts organizations promoted academic success. For example:

- **Achievement ethic.** All the arts organizations had high expectations that were non-negotiable. And all students were made to feel responsible for the final performance or exhibition.
- **School-related activities.** Students participated in a wide range of activities that involved activities connected to school-type work, such as reading (scripts, dance notations, newspapers, brochure, and reviews), calculating costs, and both planning and organizing.
- **Peer critique.** All students participated in continual peer critique and thus were always challenged. In addition, critique is likely to promote fluency with language.
- **Conditional reasoning.** Discussion often took a hypothetical stance (what if we tried this, have you thought of that?).
- **Risk-taking.** The arts organizations value risk-taking and divergent thinking.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study adds to the body of correlational research showing that students who become engaged in the arts and learn a rather broad range of skills and dispositions through that engagement tend to be students who are academic achievers, before and/or after that engagement. This study strongly extends that body of work to students from lower socio-economic backgrounds and those in more troubled environments.—*E.W.*

COMMENTARY

Because this study is correlational in design, we cannot conclude anything about causality. It is possible that involvement in after-school arts actually fostered the development of cognitive skills and these in turn led to higher academic achievement. If so, this may have occurred because of many verbal activities called for in the after-school arts programs as well as the high achievement ethic in these programs. It is equally possible that the kinds of students willing to engage in nine hours a week of after-school arts are high-energy, motivated students who also do well in academic areas. It is also possible that these students were motivated before joining an arts organization but developed even stronger skills through the arts that increased their academic performance. Only a study with an experimental design could help us choose among these alternatives.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study makes major contributions to our understanding both of the impact of arts learning experiences on ways of thinking and using language and on young people's habits of participation in other learning contexts, and how to conduct arts research that can adequately capture these kinds of results.—*J.W.-D.*

COMMENTARY

For several decades, much attention has been focused on identifying strategies for improving the academic achievement and encouraging the social and cognitive development of those youth who are typically identified as "at risk" by schools and society. Much of this research has focused on school as the primary environment where the kinds of experiences that foster such learning occur. In a departure from this tradition, these researchers turn their attention instead to non-school environments and nonacademic programs in a 10-year longitudinal national study of low-income students participating in community-based arts programs. In addition to providing evidence that quality community arts programs provide an environment where the goals of improved academic achievement and social and cognitive development are effectively addressed for students in low-income communities, this ethnographic study documents the specific kinds of experiences and the related learning that occurs. They particularly looked at arts learning that carries over into other learning contexts and arts learning related to language development.

The larger study represented in this summary makes a significant contribution to our understandings of how best to document and describe arts learning that is not captured by limited standardized measures of general academic achievement. If children are to be capable of more than is described by current achievement tests, researchers such as Heath and her associates and others must continue to add to this body of work.—*J.W.-D.*

"This study makes major contributions to our understanding both of the impact of arts learning experiences on ways of thinking and using language and on young people's habits of participation in other learning contexts..."

STUDY NAME: **Do Extracurricular Activities Protect Against Early School Dropout?**
AUTHORS: Joseph L. Mahoney and Robert B. Cairns
PUBLISHED: Developmental Psychology, 1997, 33, 2, 241-253

Research Question

Are students who are involved in extracurricular arts activities less likely to drop out of middle or high school than those who are not involved in the arts?

METHODS

Three hundred ninety-two students (206 girls, 186 boys), recruited in the early 1980s, were followed from seventh to 12th grade and were interviewed annually about extracurricular activities. Students were classified as having had any vs. no involvement in fine arts, athletics, or vocational extracurricular activity. Students were also monitored for early school dropout, defined as failure to complete 11th grade.—*E.W.*

RESULTS

Sixteen percent (27 girls, 34 boys) were early school dropouts. Students who dropped out of school had participated in significantly fewer extracurricular activities at all grades, including several years prior to dropout. At the middle school level, it was only athletic participation that differentiated dropouts from non-dropouts: those who did not drop out had been significantly more involved in athletics than those who did drop out. Fine arts participation was not related to dropout, nor were vocational activities. At the high school level, there was a near significant effect ($p = .08$) showing that those who dropped out were more likely to have had *no* involvement in extracurricular arts (27 percent) than to have had arts involvement (7 percent). An even more significant difference was found for those involved in athletics vs. not involved ($p<.01$), and for those involved in vocational training vs. not so involved ($p = .01$).—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study is consistent with the 1998 study by James Catterall (this volume) showing that students who participate in the arts perform better on a host of academic indicators. In this case, the indicator is staying in school.—*E.W.*

COMMENTARY

The authors wisely conclude that school dropout is associated with multiple properties of the individual and the social context, and that it is unlikely that a single cause is involved. They also note that these correlational results provide only weak evidence for causation. We cannot determine whether participation in extracurricular activities protects against dropout, or whether students who are less likely to drop out to begin with choose to involve themselves in such activities. However, it may well be that participation in extracurricular activities helps protect against school dropout for some students. These activities are not limited to the arts but include sports and vocational training as well. Future research should investigate why students choose to study the arts outside of school.—*E.W.*

"...participation in extracurricular activities may provide at-risk students with opportunities to develop positive connections to school and to more conventional social networks..."

CONTRIBUTIONS TO THE FIELD

This study points to positive effects of extracurricular activities on lowering dropout rates for boys and girls, particularly for students with early participation. The greatest impact was observed among those who were at the highest risk for dropout—for those students who had been identified as competent or highly competent during middle school, involvement in extracurricular activities was only modestly related to early school dropout. The authors speculate that participation in extracurricular activities may provide at-risk students with opportunities to develop positive connections to school and to more conventional social networks, and to promote their individual interests, achievements, and goals. The reduction in school dropout for at-risk students was even greater during early high school, a significant trend as it occurs at the point where students reach the age of 16, when school is no longer mandatory, and overall dropout rates typically climb.

An examination of the findings related to involvement in particular activity domains reveals that while in middle school, only participation in athletics was positively associated with a reduced dropout rate. At the secondary level, participation in athletics, vocational training, and fine arts were associated with a reduced rate of dropout.

The study offers guidance to the field by suggesting that future research explore what it is that motivates students to join extracurricular activities and to maintain their participation and what impact participation in school extracurricular activities may have when students leave or complete their formal schooling.—*J.W.-D.*

COMMENTARY

While the authors identify weaknesses in this study related to the limitations of a purely correlational design and an examination of individual factors in isolation of the complex context of social experience, their work raises important equity issues related to access to and participation in activities that may promote school success as defined by high school completion. Given the findings, it is unfortunate that extracurricular participation rates were consistently lower for at-risk students—those students who may very well benefit the most from such involvement.

In order for this study, and others like it, to have a high degree of significance for schools, it would have to explore in more detail the characteristics of the individual extracurricular programs the students experienced. For example, the term "fine arts programs" is much too broad to offer guidance to schools attempting to build effective extracurricular arts programming.

Another suggestion implicit in the study is to better understand why arts have dropout-reducing effects in high school but not in middle schools where athletics have the major connection. Could the arts strengthen their effects on middle schoolers? And is it the case, as the authors ask, that the effect is stronger in high school due to an expanded and more diverse menu of activities? Increasing the diversity of activities offered at the middle school may create a platform for strengthening the engagement of at-risk students.—*J.W.-D.*

STUDY NAME: **Does Studying the Arts Engender Creative Thinking? Evidence for Near but Not Far Transfer**
AUTHORS: Erik Moga, Kristin Burger, Lois Hetland, and Ellen Winner
PUBLISHED: Journal of Aesthetic Education, Fall 2000 34 (3-4): 91-104

Research Question

What is the evidence that learning in the arts leads to creative thinking skills?

METHODS

A comprehensive search was conducted for studies investigating connections between arts study and creative thinking. An initial collection of over 2,700 studies was reduced to a set of eight studies based upon stringent selection criteria. To be included, the studies had to: (1) empirically assess the relationship between arts study and outcome measures based upon creative or higher-order thinking, (2) include the visual arts, and (3) have a control or comparison group that did not study the arts. A total of 10 effect sizes were derived from the pool of eight studies.

The researchers performed three meta-analyses on the selected research. The first meta-analysis examined four of the studies that were based on a correlational design. The second meta-analysis synthesized three effect sizes derived from the experimental studies that used verbal creativity scores as an outcome measure. The third meta-analysis combined three effect sizes from the experimental studies using figural (drawing) creativity measures.—*R.H.*

RESULTS

The meta-analysis of the correlational studies demonstrated a reliable association between study of the arts and performance on standardized creativity tests. Students who study the arts are also more likely to score higher on measures of creative thinking. Effect sizes in the correlational group ranged from $r = .09$ to .43 with a mean effect size of $r = .27$. Stouffer's Z and a t test of the mean Zr were both significant ($Z = 8.91$, $p < .0001$ and $t = 3.75$, $p = .03$).

The meta-analysis of the three effect sizes derived from the experimental studies with verbal creativity outcomes produced a mean effect size of $r = .05$. However, this was not found to be significant (Stouffer's $Z = .35$, $p = .64$ and t test of the mean $Zr = .81$, $p = .50$). Therefore, this meta-analysis did not provide evidence of a causal effect of arts study on verbal creativity. This may be due to the short duration of the studies. One study exposed students to the arts for only four days, while the others were four months long.

The meta-analysis of the experimental studies with figural creativity outcomes provided some evidence of a causal relationship between arts study and creative thinking. Effect sizes ranged from $r = .12$ to .30 with a mean effect size of $r = .19$. This effect was significant according to Stouffer's $Z = 3.57$, $p = .0002$ but the t test of the mean Zr only approached significance (3.19, $p = .09$).—*R.H.*

CONTRIBUTIONS TO THE FIELD

Through a meta-analysis of available correlational research, the authors found a significant association between arts study (that includes visual arts) and standardized measures of creative thinking. A meta-analysis of quasi-experimental studies found positive effects on creativity scores based on interpretations of subjects' drawings, although tests of statistical significance produced mixed results. The authors conclude that this indicates "some evidence (although equivocal)" of a causal effect of the arts on figural creativity scores. A meta-analysis of arts study and verbal creativity scores found no evidence of a causal effect. This may be due to the selection of a very small group of studies for analysis that met the filtering requirements of the authors' chosen meta-analytic process, or the short duration of the selected studies.—*R.H.*

COMMENTARY

This study highlights the limitations of this approach to synthesizing research when applied to a very small set of studies that employ different outcome measures, subject populations, and research designs. Researchers interested in pursuing the promising links between the arts and creative thinking will find the gathered studies a useful starting point for developing appropriate designs. Researchers will also likely determine that approaches other than meta-analysis are most suitable at this time for unraveling these links.

The authors point out that their findings may be limited by the creativity measures used in the analyzed studies. Future researchers should develop new measures and designs to further explore links between the arts and creative thinking. In their discussion, the authors suggest several alternative approaches that researchers should consider, such as more qualitative creativity measures better suited for capturing the kinds of creative thinking that are engendered by the arts. Or researchers could employ open-ended problem-finding activities, based upon the work of Getzels and Czikszentmihalyi.

The authors also point out that their conclusions "are strongly limited by the dearth of experimental studies found." However, they go on to draw a conclusion not

readily apparent from their data. The researchers believe they have evidence of near transfer, but not far transfer, because results are stronger on the figural (drawing) creativity test than the verbal creativity test and the students all had some instruction in visual art. Although their interpretation of transfer is one possible explanation for this phenomenon, other explanations are possible. The paucity of available studies and the variability, and possibly validity, of the outcome measures must be considered in the interpretation, as well. This might be a minor point for debate, if the authors hadn't chosen as part of their title "Evidence for Near but Not Far Transfer," thus giving their conjectures the weight of well-validated findings.

It would have been valuable if the researchers had been able to pursue additional analyses of subject populations, research conditions, and outcome measures in the collected studies, as was done in other meta-analyses reviewed in this Compendium. This kind of examination could aid the design of future inquiry while providing practitioners with information to guide program development.—*R.H.*

CONTRIBUTIONS TO THE FIELD

The value of this work is its careful and comprehensive review of the entire research field (including published and unpublished work), uncovering 2,713 studies that investigated the effects of visual art on creativity.

The research used a widely accepted technique, meta-analysis, allowing the authors to assess the aggregate contribution of multiple studies that employed a range of creativity tests, as well as varied statistical techniques.

The most important contribution, beyond the fact that this is the first systematic review across all the research on this topic, is simply that only a small number of studies met the researchers' standards for acceptable scientific rigor. The clear message is that the field needs more research.

Another important contribution is the finding that there is a modest relationship between visual art instruction and creativity, but that it is difficult to sustain the connection when creativity is expressed in non-art forms (i.e., through verbal conceptual modes). As the authors note, in addition to more studies we need better ways to measure creativity.—*B.W.*

COMMENTARY

The researchers found only four correlational studies meeting their strict standards of acceptable research that investigated the relationship between visual art instruction and creativity and four experimental studies. The former group of four studies included a total sample of only 1,513 students while the latter group of four studies involved only 758 students. So, in almost 50 years of research only 2,271 students have been exposed to carefully designed treatments on the learning effects of visual art. Such a sample is not much larger than a single comprehensive high school. One obvious response is to decry the lack of carefully designed research in this field. It is also not unreasonable to argue that such a small sample hardly qualifies for such sophisticated quantitative analysis.

The more appropriate point is, perhaps, that the medical/agricultural model upon which these standards for meta-analysis are derived is not necessarily the best one from which to understand the complex endeavor of education or more specifically visual art education. The varied contexts in which instruction is delivered, even from classroom to classroom in the same building, make it difficult to meaningfully transfer successes in controlled experimental settings to messy classrooms.

While it is important to understand the value that visual art can add to students' creativity, it is just as important (if not more so) to know the hows and whys behind visual art contributing to creativity, as well as the organizational and instructional conditions that allow visual art to help students become more successful students. Thus, the 2,713 studies should also be mined to learn what the many qualitative studies could add to these important questions.—*B.W.*

"Researchers interested in pursuing the promising links between the arts and creative thinking will find the gathered studies a useful starting point for developing appropriate designs."

STUDY NAME: **The Arts and Education Reform: Lessons from a Four-Year Evaluation of the A+ Schools Program, 1995-1999. (Executive Summary of the series of seven Policy Reports Summarizing the Four-Year Pilot of A+ Schools in North Carolina)**
AUTHOR: Nelson, C. A.
PUBLISHED: Thomas S. Kenan Institute for the Arts, 2001, Winston-Salem, NC

Research Questions

The A+ program evaluation addresses four key questions arising from its comprehensive school reform strategy and its belief that the arts are fundamental to how teachers teach and how students learn. The questions are:

- What is A+ and how have schools implemented it?
- What is different for A+ schools, communities, teachers, and students after four years?
- What evidence is there that these effects have been institutionalized?
- What lessons does the A+ experience hold for effective school reform generally?

METHODS

The Executive Summary reports on the methods used by the research team. These include "varied and multi-focused" data collection methods: profile surveys of all A+ schools, parent surveys, student surveys, partner surveys, interviews and focus groups; focused case studies in 10 schools, abbreviated studies of all A+ schools, test scores; school-based data from case studies schools (meeting observations, observation of classroom instruction and performances, guided tours of neighborhoods and communities, shadowing of classroom and arts teachers, document collection of meeting agendas, curriculum materials, planning webs, newspaper articles, budgets, newsletters, school improvement plans, and documentation of research findings and feedback meetings), interviews with program supporters and state policy-makers, and observations of regional meetings and training sessions.

Members of the evaluation team synthesized these data in a series of seven thematic policy reports. The reports deal with Context, History, Creativity, Resilience, Wise Practices, Effects, and Identity. A selection of those reports will be described in the accompanying sections of this review.—*T.B.*

RESULTS

The results of this elaborate project are numerous. As a synthesis of the findings, one might say that this school reform project demonstrates that the arts do contribute to the general school curriculum, to learning for all students, to school and professional culture, to educational and instructional practices, and to the schools' neighborhoods and communities. It is important that these contributions extend beyond what most arts in education programs promise to educators.—*T.B.*

CONTRIBUTIONS TO THE FIELD

It is difficult to overestimate the contribution that the A+ report makes to the fields of school reform and arts in education. The project framed its participation in the debate about the role of the arts in education reform by concentrating on a broader discussion of communities, role groups, school culture or identity, and professional cultures.

The report presents a program evaluation that uses innovative research practices that can be used in other innovative school programs. Many researchers identify the need to develop methods that are appropriate to the contexts of individual programs, but most then settle for the traditional methods of testing and surveys. The sociological and ethnographic methods used for this research allow flexible analysis and are particularly appropriate because each site presents a unique set of instructional, social, and policy variables that would be missed by a single methodology.

The research effort employed a large number of researchers, but the report, as exemplified in the Executive Summary, is finely edited so that the researchers seem to write with one voice. The Executive Summary contributes as a stand-alone summary report to the field.—*T.B.*

COMMENTARY

The A+ program described in this report was a four-year pilot program in 25 North Carolina schools, spread across the state. It is not an arts-in-education program; it is a school reform program that searches for ways that the arts can contribute to comprehensive school change. Although there are partnerships with cultural agencies, and teaching artists employed, the major parts of arts instruction are provided by certified classroom and arts teachers.

The A+ program works from the top down through the Kenan Institute for the Arts and the various agencies of the state of North Carolina. It also works from the bottom up through the parents, teachers, principals, and local community officials related to each participating school. The program features a set of networks that have role-group, regional, and grade-level identities and that meet for summer professional development sessions requiring participation by the entire school community.

The Kenan Institute staff was warned early in the program that the schools would not stay with the project, and many obstacles developed along the way, including an almost devastating new state standards mandate that the report

indicates almost brought several participating sites to a halt in their efforts. However, at the end of the pilot project, as a result of flexible program development support that allowed schools to reconfigure their activities to account for and accommodate new standards and testing requirements, only two schools had dropped out. They were replaced by others and by additional schools that wanted to join. In addition, other states have asked Kenan to work with them to replicate the program.

It would seem to an outside observer that the magnitude and complexity of the program would prohibit replication, but such seems not to be the case, as other states such as Mississippi and Oklahoma have begun the process of replicating the project. The report details school-based planning and development activities and the processes by which local conditions and needs shape the adaptation that must be comforting to other school personnel considering replication. It is not clear, however, how the very significant contribution of an intermediate and funding agency such as the Kenan Institute can be replicated in other states.

The most serious questions raised by this report, for this reviewer, derive from the unevenness of the treatment of the arts in the sites. Admittedly the program does not present itself as an arts program. Yet, one would hope that, in the future, the field will be enriched as comprehensive reform efforts such as A+ find ways to reduce the unevenness of arts programming at their replication sites and more fully document ways that strengthening the arts also strengthens the schools.

Accompanying this overall summary are reviews of a sample of the policy reports included in the full A+ report. Individual researchers wrote these, though they were commonly edited, and they reflect some of the unevenness in the report. The research team was very large, especially by arts education evaluation standards. An effort as methodologically complex as this could only be done by a large and diversely skilled staff over an extended period. Though not every program will be able to afford such elaborate support, it is very important to have such models.—*T.B.*

CONTRIBUTIONS TO THE FIELD

The Executive Summary of the A+ Report provides a review of the comprehensive evaluation of the A+ project and schools. Though every report in the set of A+ evaluation reports makes a significant contribution to the research literature, this summary provides the "take-home message." The "Overview of Key Findings" chart found early in the summary succinctly summarizes findings on the purity of the implementation; the effects of the project on students, teachers, schools, and communities; evidences of the longevity of reform-based changes; and findings that inform the general literature on school reform. The accompanying narrative further defines and describes each finding. The focus of the summary is restricted to (1) commonalities and emerging themes from a study of very diverse reform implementations, and (2) positive outcomes of the reform initiatives. The result of these restrictions is more of an advocacy document than a research report, thus limiting the contribution of the summary to the research literature when taken as a stand-alone document. Nonetheless, the scientific findings of the evaluation generally paint a positive picture of effective reform, so the summary is a nice addition to the full set of reports when these are read together.—*M.S.*

"It is difficult to overestimate the contribution that the A+ report makes to the fields of school reform and arts in education."

COMMENTARY

The A+ evaluation report has many implications for policy and practice. This summary describes the breadth of the positive educational effects of arts-based reform. Educational policy-makers and practitioners who are considering arts-based reform may be enticed by these outcomes, but they would be well-advised to read the entire set of evaluation reports to gain a more complete perspective of the time, effort, and resources that are involved in creating and sustaining reform initiatives. (Section IV of the summary does hint at the demands of sustained reform). Some fundamental characteristics of the successful implementations that emerge from the separate reports include (1) strong administration and faculty commitment to the reform efforts, (2) creative bottom-up development of a strategic plan that emphasizes the local development process instead of external plans and products, (3) a willingness to revise and adapt, and (4) external facilitation and resources that support local efforts. Note also that even the best arts-based reform efforts do not always provide outcomes that are viewed as "successful" by state accountability legislation. Thus, there is still an imperative for educators to advocate for broader expectations and revised definitions of success.—*M.S.*

STUDY NAME: **Placing A+ in a National Context: A Comparison to Promising Practices for Comprehensive School Reform. (Report #1 in a series of seven Policy Reports Summarizing the Four-Year Pilot of A+ Schools in North Carolina)**

AUTHORS: Amee Adkins and Monica McKinney

PUBLISHED: Thomas S. Kenan Institute for the Arts, 2001, Winston-Salem, NC

Research Question

How does the A+ model of comprehensive school reform compare with national standards for school reform as defined by Shields and Knapp (1997)?[1]

METHODS

(Please see the description of study methods included in the review of the A+ Executive Summary).

RESULTS

The policy paper reports that A+ places high on Shields and Knapp's scale of six national dimensions of effective reform practice:

1. Balanced scope,
2. Clear focus on teaching and learning,
3. A long-term time frame,
4. A locus of authority that encourages school-level initiative but embraces support from the top,
5. Opportunities and support for collaborative engagement, and
6. Ongoing professional development directed at instructional change.

The model is judged, by the A+ researchers, to be a promising practice for comprehensive school reform. In the end, however, the researchers emphasize that a single national model does not account for all the variables found in day-to-day school activities and that the work must be operationalized to fit the situation.—*T.B.*

CONTRIBUTIONS TO THE FIELD

By placing the A+ program in the larger context of Shields and Knapp's national standards and practice and by substantiating its place through multifaceted documentation methods, the researchers have moved the program onto the larger playing field of educational change. Because they have taken a wider or broader set of definitions of performance—beyond tests and student grades—to include engagement, expression, and attitudes, they have helped reframe the discussion. To the limited extent that the report documents that arts contribute to the program's overall success, the arts are thereby moved into this larger national discussion, as well. For the field, this movement may be seen as a beginning or rudimentary set of steps, but placed in the context of such a large and long-running reform effort, we might legitimately expect more dramatic movement at the A+ replication sites.—*T.B.*

COMMENTARY

It is not possible to do justice to the richness of the A+ report in a review of this type. The report provides an excellent basis for much more elaborate symposia, workshops, and professional development activities that explore its rich details.

The inclusion of seven strategic school reform elements, including the arts, in A+'s effort to improve the delivery of North Carolina's standard course of study greatly enriches the discussions, vocabulary, and practical tool kit of arts-in-education practitioners. Of these strategies, two-way integration of the arts, more thematic integrated curriculum, increased teacher collaboration, and enhanced partnerships with parents and the community go noticeably beyond the practices of most other arts-in-education initiatives.

The researchers point out that there are elements of the A+ program that go beyond the national standards set by Shields and Knapp. Their national focus on "school-based" reform, for example, is less complex than the A+ work with statewide networks and cultural resources from local communities. The national standards establish a scale for such items as "Experience" and "Collaborative Engagement." Other effective school reform projects place in the middle of the range of scores for these features. The A+ program falls close to the extreme high end of the "Experience" scale. Their experience with complexity led the A+ staff not to abandon their wider scope but to find ways of "grounding it" in their focus on instruction. On the "Collaborative Engagement" scale, A+ falls in the middle, since not all A+ communities have rich external resources with whom to partner. In many of the A+ schools, collaboration was between school personnel and others in the education community.

Changes in classroom instructional practices influenced the students' art performances, according to the researchers. The A+ concept of "informance" was devel-

1 P. Shields and M. Knapp, (1997) "The Promise and Limits of School-based Reform: A National Snapshot." Phi Delta Kappan, 79(4) 288-294.

oped to describe instruction requiring student performance in the arts that was shaped by the academic content of the lessons. The educative character of the performances also helped staff use them for assessments of student learning.—*T.B.*

CONTRIBUTIONS TO THE FIELD

This report illustrates an approach to evaluating school reform that goes beyond the assessment of student outcomes. Though the ultimate goal of such reform is to positively influence student learning, traditional assessments fall short of measuring the breadth of the educational experience. By placing the A+ project on a multidimensional scale of characteristics associated with successful school reform efforts, the evaluators are able to identify the A+ model as a comprehensive mode of reform. In so doing, they shift the emphasis away from school attempts to increase either the frequency or the status of the arts, placing it instead on a picture of how school focus on developing an arts-integrated curriculum can serve as a catalyst for developing broader and richer educational experiences that supplant traditional views of learning in any area, arts or otherwise. This is instructive both for evaluators who seek methods for capturing the evidence of in-depth school change and for school personnel who are considering the scope and potential mediums for initiating such change.—*M.S.*

COMMENTARY

This study has numerous implications for both policy and practice. An overriding theme is that the arts can promote positive school change, but this is most completely accomplished through addressing multiple dimensions of the school. This requires endorsement and subsequent participation by both teachers and administrators. The change is not easy to achieve. In fact, the A+ model suggests that schools be required to invent their methods of change because it is the process of developing and implementing these methods that evokes a change of school culture. External resources exist to support, rather than prescribe, the methods. There are specific policy implications for the six dimensions of scope: focus on teaching and learning, time frame, locus of authority, collaborative engagement, and professional development opportunities. The A+ schools teach much about effectively addressing these dimensions, and some about what does not work in this process. The scope of arts-based reform should be comprehensive enough to challenge the practices of both arts and content area teachers, though it must retain focus on specific goals (arts-infused teaching and learning, in the case of the A+ schools). The focus on teaching and learning is inherent in arts integration, infusion, or immersion, though the A+ model suggests benefits from an extended theoretical framework (exemplified by the focus on multiple intelligences). Like other reform efforts, planning must be for sustained and enduring change, even in the face of challenges (such as the state accountability initiatives focusing on traditional learning that challenged the A+ schools). It is especially important in arts-based school reform that the locus of authority includes both school-driven development and administrative support at multiple levels. Success of arts education initiatives also depends on multiple collaborative endeavors (e.g., collaboration of arts and classroom teachers, school and community partners, parents and teachers). Substantive change also demands extensive professional development opportunities that focus on encouraging and supporting change (e.g., the summer institutes of the A+ project).—*M.S.*

"This report illustrates an approach to evaluating school reform that goes beyond the assessment of student outcomes."

STUDY NAME: **The A+ Schools Program: School, Community, Teacher, and Student Effects. (Report #6 in a series of seven Policy Reports Summarizing the Four-Year Pilot of A+ Schools in North Carolina)**
AUTHORS: Dick Corbett, Monica McKenney, George Noblit, and Bruce Wilson
PUBLISHED: Thomas S. Kenan Institute for the Arts, 2001, Winston-Salem, NC

Research Question

What effects does the A+ schools program have on schools, communities, teachers, and students?

METHODS

(Please see the description of study methods included in the review of the A+ Executive Summary).

RESULTS

Five effects are described—from across the entire set of survey responses and collected data—as those that most prominently characterize what it means to be an A+ school. They are:

1. The A+ program legitimized the arts as worthy subjects and tools for promoting learning in all students.
2. A+ pushed schools to build new connections between teachers, across schools, and between schools and their communities.
3. A+ schools provided evidence of enhanced organizational capacity to leverage internal structures and manage external environments.
4. In A+ schools arts integration became a central organizing principle that contributed to a coherent arts-based identity.
5. A+ schools provided enriched academic learning environments and opportunities for students.—*T.B.*

CONTRIBUTIONS TO THE FIELD

By identifying a set of five effects that hold up across the A+ report's wealth of documentation information and performance data, the researchers add richness to the information base available to those engaged in both school reform and arts education program development.

By identifying adaptation to obstacles, changing contexts, and political factors as a creative process in school reform, the program contributes to the establishment of situational program evaluation, adding important and specific variables to the research agenda. As the researchers say, there is not one program here "...but rather a collection of A+ 'programs.'"—*T.B.*

COMMENTARY

Treating each of the effects separately in the analysis, the researchers pinpoint specific evidence of impact and then argue that, in spite of the varied situational elements among the schools, these effects can be generalized across the schools and can apply to future school reform efforts. But the finding is weakened by being asserted more than documented. Yet, it seems that there are plenty of examples of evidence relevant to the argument for generalization, even with the variations that occur at each school. It may be that there is such a wealth of evidence available that the researchers were unable to manage it all for this report. For example, in the section on institutionalizing the reform effort, they report, "All the schools offered more arts to students than they had at the beginning of the reform." Also, the elements most cited as successfully implemented by the teachers indicate a base for generalization across school reform efforts. The importance of these facts, however, is not stated in relationship to the varied contexts that might have interfered with the implementation.

"The A+ program legitimized the arts as worthy subjects and tools for promoting learning in all students."

The report also points out that in-school collaborations were strengthened and expanded in most cases, but external partnerships with colleges, community resources, and businesses were not. The report points to a range of causes, including, for example, the relative absence of such resources in rural communities. The challenge of marshalling external resources in a consistent way for statewide reform efforts has to be confronted by all who would attempt them. The fact that A+ turned more to internal school community relationships—cross-discipline teaching, restructured class scheduling—as solutions speaks to the difficulty of finding solutions in reconfiguring external resources.

Attendance, attitude, and academic performance data (they performed as well as but not better than non-A+ schools in the state) document the impact of the program on students. The data indicate that the effects were equitably distributed across all the students. These results deserve greater emphasis in the field and in the report than they receive, and the topic could well deserve being revisited by the researchers providing more detail and identifying related factors.—*T.B.*

CONTRIBUTIONS TO THE FIELD

A pragmatic view of any educational program maintains that the worth of the program is evaluated based on the program's effects on the target learners. This position is certainly that of policy-makers who demand accountability in exchange for resources. This report (one of a series of reports on the A+ program) describes the effects of the A+ program not only on students but also on teachers, the school, and the community. The report might thus be seen as the heart of the A+ series of reports. As they have done in other reports in the series, and consistent with the goals of A+, the evaluators go beyond a reliance on existing measures of school success in documenting the effects of the program. Multiple sources of observational, perceptual, and achievement data are used to document the five major effects. Together these make the strong case that the A+ program (1) legitimized the role of arts classes and the role of the arts in other aspects of the curriculum, (2) built new connections through increased planning between the faculties within and across schools, (3) promoted changes in organizational capacity that enabled schools to adopt new modes of instruction and promote these efforts within the community, (4) provided a sense of identity at a local level as well as a sense of community in a statewide network, and (5) established increased arts opportunities and enriched learning environments across school curricula.—*M.S.*

COMMENTARY

Taken in sum, the effects described in this report show that the A+ project schools clearly addressed their educational goals and realized the benefits of giving the arts a higher status in the learning process. Whether the true value of the project's initiatives will be accepted and lead to changes in public policy is uncertain. On the one hand, the goals of the North Carolina high-stakes accountability system do not fully recognize the value of expanding educational goals beyond achievement in a few selected subjects. On the other, the A+ initiative was designated as a valid reform effort at both the state and federal levels and the state added A+ funding to the budget. Advocacy efforts should stress that this study documented cultural, ecological, and instructional improvement in areas that are not typically assessed, without compromising those areas that are. Indeed, even those subjects that are the focus of state accountability efforts may be benefiting. As the faculties in the A+ schools understand, additional and alternative assessment tools will be needed before the full impact of broad "whole child" educational reforms are regularly documented.—*M.S.*

STUDY NAME: **The Arts in the Basic Curriculum Project: Looking at the Past and Preparing for the Future**
AUTHOR: Michael Seaman
PUBLISHED: Unpublished Evaluation Report, College of Education, University of South Carolina, Columbia, S.C., 1999

Research Question

Did the Arts in the Basic Curriculum (ABC) project affect test scores in non-arts subjects?

METHODS

The Arts in the Basic Curriculum project (ABC) began in 1987 in South Carolina. This program was founded on the belief that the arts are important in themselves and also that they increase student learning potential, complement learning in other disciplines, and establish a foundation for success in school and lifelong learning. The program includes art specialists (artists in residence) and the development of state arts standards. This evaluation study sought to describe in depth the ABC schools.

Interviews of principals, arts and classroom teachers, and students were conducted in the ABC schools, and observations were made. Interviews and observations were used to describe the program in depth. Standardized test scores were collected in order to compare changes in scores over years in ABC schools vs. matched schools not involved in the program. We report here only on the examination of non-arts outcomes (test scores).—E.W.

RESULTS

While no statistical comparisons were carried out, graphs showed clearly that the scores were comparable across ABC and non-participating schools. The researchers conclude that the comparability of test scores shows that the increased time spent on art at the ABC schools did not lead to lower test scores.—E.W.

CONTRIBUTIONS TO THE FIELD

This study demonstrates that when students spend additional time in arts programs their performance in other school subjects does not decline. The study found also that teachers and administrators rate the ABC program very positively. There was strong support for arts education in the ABC schools.—E.W.

COMMENTARY

While the ABC program was founded in the belief that the arts would enhance learning in other areas of the curriculum, this evaluation presents no evidence for this hypothesis. The ABC program neither enhanced nor lowered standardized test scores. It is important to note that the researchers appear to have begun not with the hypothesis that the arts would enhance test scores, but with the opposite hypothesis—that the arts might lower test scores because students in arts-rich schools would spend less time on academic subjects. That this did not occur is itself important to educators striving to include the arts for their own sake but having to defend them against worries their inclusion in students' schedules may compromise student performance on academic subjects.—E.W.

CONTRIBUTIONS TO THE FIELD

This evaluation addresses one of the common ways arts education is expanded in states—a state grants program—enabling a fuller understanding of how such programs may be helpful in increasing the emphasis on the arts in schools and districts and how such efforts may develop a wider network to support arts education across a state. Those who have or wish to have similar programs can learn about the organization and operations of the program as well as its effects on schools and the state arts education community. The evaluation also enables a better understanding of how schools and districts that have strong arts programs are different from other schools and districts. The recommendations also suggest trade-offs in such approaches and issues that may need to be anticipated in implementing a similar grants program.—G.N.

COMMENTARY

This evaluation documents and assesses the organization and operations of a statewide arts education grants program that had important effects on the availability and quality of arts education available in project sites, and thus in the state. It also assesses the most significant achievement of the project to be the establishment of a statewide network of artists, arts educators, school administrators, classroom teachers, arts administrators, and others. This network was largely developed through a series of professional development forums and workshops. The ABC project also shifted the conceptions of arts education from performance and products to regarding dance, drama, visual

art, and music as academic disciplines, in part by creating an arts curriculum guide for the state. Investigations of the school sites and matching non-project schools revealed that ABC schools had more time devoted to teaching the arts and more arts integration. Those ABC schools that were arts immersion (required courses in all four arts) had more collaboration between teachers, better student behavior, and more parent involvement. This meant that the school ecology and climate were altered by the arts programs in arts immersion schools.

While there was an expressed concern that increased time for the arts could detract from student achievement in core subjects, test data revealed no decrease in achievement in arts immersion schools compared with matched non-ABC schools. This was true despite the fact that tests were seen as less important in school policy of arts immersed schools. The study concluded that the grant program itself creates a sense of ownership for program improvements and increases morale.

Schools with the strongest arts programs had administrative support, adequate and additional funding, more professionally involved teachers, parent support, district support, and support of community arts organizations. The ABC project also had school district projects, not just school sites. Such grants resulted in increased breadth of programming and the development of district-wide curricula. District sites had more arts education coordination.—*G.N.*

"While there was an expressed concern that increased time for the arts could detract from student achievement in core subjects, test data revealed no decrease in achievement in arts immersion schools compared with matched non-ABC schools."

STUDY NAME: **Mute Those Claims: No Evidence (Yet) for a Causal Link between Arts Study and Academic Achievement**

AUTHORS: Ellen Winner and Monica Cooper

PUBLISHED: Journal of Aesthetic Education, Fall 2000, 34 (3-4): 11-75

Research Questions

Is there a correlation between arts study and academic achievement?

Does academic achievement improve when students are exposed to the arts?

METHODS

A comprehensive literature search was conducted for studies investigating the relationship between arts study and academic achievement. Selection criteria reduced the number of studies harvested to 31. Studies were selected if they met each of four criteria: (1) considered the arts in general, as opposed to learning within specific arts disciplines; (2) had comparison or control groups; (3) had an outcome based upon academic achievement; and (4) had sufficient data presented to compute an effect size. The studies were then categorized into correlational and experimental groups.

Three meta-analyses were performed on the correlational group. The first meta-analysis considered five studies where academic outcomes were presented as composite or summed math and verbal scores. The second meta-analysis investigated the relationship between the arts and verbal skills, while the third investigated the arts and math. Two meta-analyses were performed on the experimental group, one investigating math outcomes and the other, verbal outcomes.—*R.H.*

RESULTS

The three correlational meta-analyses found significant associations between arts study and academic outcomes. Effect sizes in the composite academic (verbal and math) meta-analysis ranged from $r = .04$ to $r = .08$ with a mean of $r = .05$. Stouffer's Z and a t test of the mean Zr were both significant ($Z = 50.89$, $p < .001$ and $t = 5.97$, $p = .004$). The arts and verbal meta-analysis found effect sizes ranging from $r = .14$ to .25, with a mean of $r = .19$ (Stouffer's $Z = 333.43$, $p < .001$ and t test of the mean $Zr = 16.52$, $p = .0001$). The arts and math analysis contained studies with effect sizes ranging from $r = .00$ to $r = .17$ with a mean effect size of $r = .10$ (weighted $r = .11$). These effects were also found to be significant ($Z = 189.73$, $p < .0001$ and $t = 6.936$, $p < .0001$).

Twenty-four effect sizes were derived from the experimental studies for the meta-analysis of the effect of arts on verbal performance. The effect sizes ranged from $r = -.25$ to $r = .66$. The mean un-weighted effect size was $r = .07$ (weighted $r = .01$). Although the Stouffer's Z test was significant ($Z = 3.82$, $p < .0001$), the t test of the mean Zr was not ($t = 1.66$, $p = .11$). Similar results were obtained from the arts and math meta-analysis. Effect sizes ranged from $r = -.14$ to $r = .34$ (mean $r = .06$, weighted mean = $r = .02$). The Stouffer's Z test was significant ($Z = 3.10$, $p = .001$), while the t test of the mean Zr was not ($t = 1.63$, $p = .13$).—*R.H.*

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critical links

CONTRIBUTIONS TO THE FIELD

The study demonstrates an approach to synthesizing sets of experimental and correlational research studies. The authors applied this meta-analytic approach to studies investigating the relationship between arts learning and academic achievement. The findings confirmed an association between arts study and academic achievement but did not establish a significant causal link from the arts to academics.—*R.H.*

COMMENTARY

Although the authors refer to a "climate of rising claims" about the effects of the arts, it is doubtful that we claim more for the arts than in times past. The arts have long been thought to have unusual and extraordinary powers, from Plato's belief that music influenced moral development to beliefs that the arts promote mystical, supernatural, or religious experiences, motivate group identity (including patriotism), and so on. It's not surprising that now many believe that the special experience of artistic learning promotes improved thinking skills and school performance, qualities now held in higher esteem than these past extra-artistic outcomes.

If anything, we expect less from the arts today (if one accepts that cuts in arts programs over the past 30 years reflect public expectations). But we seem to expect more from certain methods of social science research, particularly that the richness and complexity of the artistic experience will be sufficiently captured to employ a sound experimental design when investigating transfer of learning from the arts. That belief underlies the present study. The authors found significant correlations between multi-arts experiences and a synthesized set of outcome measures. However, they describe mixed results from tests of statistical significance in their meta-analysis of experimental studies, and thereby state that there is not yet enough evidence to claim that the arts have a causal effect on academic achievement (although the mean effect sizes were positive).

They conclude that more research is needed. But one must wonder if the time and effort would have been better spent considering the best approach to reviewing the literature, and ultimately reflecting on the benefits and limitations of the particular approach they took. The meta-analysis procedure employed here requires a pool of experimental studies that validly measure the transfer process in question, in terms of treatment, process, and outcomes, while at the same time controlling for extraneous variables. The inconclusive findings in the causal analysis illuminate the need for better measures, particularly in appropriate outcomes. As one of the authors points out, "...researchers have focused too narrowly on test scores and grades as outcomes. Researchers need to begin to look at transfer outcomes that, while more relevant, are certainly going to be more difficult to measure." (Winner and Hetland, "The Arts in Education: Evaluating the Evidence for a Causal Link," *Journal of Aesthetic Education*, 34(3-4), p. 6)

The lesson learned here may not be that we should mute claims of manifold effects of learning in and through the arts. Instead, researchers should continue to try and understand the artistic experience and its various outcomes in ways beyond experimental means. There is room for a multiplicity of approaches, and there is a need for researchers to synthesize findings in innovative ways.—*R.H.*

CONTRIBUTIONS TO THE FIELD

The value of this work is its careful and comprehensive review of the entire research field (including published and unpublished work), uncovering 1,135 studies that investigated the effects of the arts on academic achievement.

The research used a widely accepted technique, meta-analysis, allowing the authors to assess the aggregate contribution of multiple studies that employed a range of student achievement tests as well as varied statistical techniques. The meta-analysis was supplemented with a more traditional review of 27 studies that lacked appropriate control groups or enough statistical evidence to calculate an effect size and 17 studies that investigated motivational outcomes rather than achievement outcomes.

Of the 1,135 studies originally identified, 66 studies (actually 31 studies with multiple outcomes, thus more than doubling the sample) met the authors' criteria for inclusion in the meta-analysis. The summary of these studies provides compelling but cautionary evidence for the correlational relationship between study of the arts and academic achievement. However, with the more stringent test of experimentally designed studies (where causal relationships can be more clearly delineated), the association between arts instruction and enhanced achievement almost disappears.

The biggest contribution of this work is that it should promote more creative thought about the relationship between arts instruction and academic achievement (What are the important intermediate links? How does culture play into the contribution of the arts to academic achievement—the dependent variable defined by this study?), as well as how we conceive of achievement (How can we push the definition beyond narrowly defined test scores into attributes more highly valued by the world? Most employers for example, value staff that can problem-solve, reason clearly, work well with others, communicate clearly in public settings, etc.).—*B.W.*

COMMENTARY

By the canons of a research tradition steeped in the value of carefully controlled experiments, it is certainly appropriate to call for a muting of the claims for the connection between the arts and student achievement. But educational research is no longer dominated by this one view of acceptable research. Consequently, any muting must also await a careful review of findings from alternative conceptions of acceptable science.

"...researchers have focused too narrowly on test scores and grades as outcomes. Researchers need to begin to look at transfer outcomes that, while more relevant, are certainly going to be more difficult to measure."

Furthermore, an important limitation of meta-analysis is its reliance almost entirely on standardizing the strength of outcomes (i.e., carefully measuring what students learn) without also taking equal care to describe the process by which an intervention (in this case, the arts) may have contributed to this learning. So, for example, with the more than three million high school students who were involved in the correlational analysis we know that some of them had extensive arts instruction (defined as four years) but we know nothing about the quality of that instruction. In the experimental studies with a total sample of more than 30,000 elementary school students we know very little about the nature or duration of the arts intervention. Until we have more qualitative research to complement this quantitative focus, we will never be able to unravel the mystery of how or under what conditions the arts may contribute to learning.

This research ends on an important note by calling attention to the limitations of holding arts accountable for the same outcomes of learning as mathematics and language arts. The arts, the authors point out, contribute unique and often difficult-to-measure learning outcomes. Yet, the authors are guilty of what they ask other researchers and policy-makers not to do: all of their data draw only upon studies that investigate the relationship between arts instruction and student achievement on the more readily quantified indicators of verbal and math skills. Why were there not any reviews of studies that looked at other outcomes?—*B.W.*

STUDY NAME: **Why the Arts Matter in Education Or Just What Do Children Learn When They Create An Opera?**
AUTHOR: Dennie Palmer Wolf
PUBLISHED: In E. Fiske (Ed.), Champions of Change: The Impact of the Arts on Learning. The Arts Education Partnership and the President's Committee on the Arts and the Humanities, Washington, D.C., 1999: 92-98

Research Questions

When elementary school students form a company to write and produce an original opera, what kinds of learning take place? For example, do students become more persistent workers and do they become better at solving problems in groups?

METHODS

This is a qualitative, multi-year evaluation of a program called Creating Original Opera (COO), a program in which elementary students form a company to write and produce an original opera. The study investigated the claim made by teachers in the program that "the opera makes students work harder and smarter" and that when working on opera, students work together over long periods to solve problems. Through observations of classes and student work, the researcher noted the kinds of collaborative learning occurring while students were creating an opera. The researcher compared the collaborative learning process when children were making opera vs. when they were engaged in an open-ended math problem or when they were making an oral presentation on American Indian leaders in social studies.—E.W.

RESULTS

The ways in which children worked together when creating opera differed from how they worked together in non-opera settings. In opera settings, students were likely to participate, they were more likely to connect what they said to previous comments, they were more likely to make constructive critiques of others, they were more likely to revise their own earlier ideas, and they were more likely to link their comments to a theme that had been raised by the group. In addition, these cohesive collaborative behaviors increased in frequency over time. Thus, what students learn from creating operas is how to participate actively and collaboratively, how to take turns, and how to ask questions. They become able to listen to others and take off from what others propose. The researcher suggests that the next step would be to ask whether opera work has given students an enhanced ability to interpret texts that have multiple layers of meaning.—E.W.

CONTRIBUTIONS TO THE FIELD

This study documents the sustained collaboration in solving problems that goes on among children when they work together to create an opera.—E.W.

COMMENTARY

This is a rich, qualitative study showing that when children work together to create an opera, they engage in collaborative problem-solving over time. This observation therefore provides us with a testable hypothesis that the kind of collaborative problem-solving used in opera might transfer to academic subjects and lead to greater learning in these areas.—E.W.

CONTRIBUTIONS TO THE FIELD

This article highlights the methodology and the research employed to investigate the impact of a unique arts education initiative. The results of the study, significant in and of themselves, are used to illustrate the power of the qualitative approach and to illuminate a path for future research.—*J.W.-D.*

COMMENTARY

Accepting the broad premise that the arts do matter in education, Dennie Palmer Wolf conducted a multi-year qualitative evaluation study of Creating Original Opera (COO) designed to begin answering questions related to the specific effects of arts education experiences. This article provides rich descriptions of the ways in which children engage in the learning process while participating in COO, an arts education program in which elementary school students form companies in their classrooms to write and produce original operas. Wolf's work provides further documentation that the arts can indeed matter in children's learning by describing the process by which children participating in COO classrooms engaged in learning and the outcome of that process—increased collaborative problem-solving. Further, the capacity to make meaning and convey it to the work of others promoted by these arts experiences is, according to the author, "robust enough to transfer." This research also offers some insight into the conditions that may make transfer more likely—classrooms where teachers create opportunities for authentic and collaborative experiences.

A major contribution of this study is its methodology. The qualitative design provides a model for other researchers attempting to answer central questions about the nature of the effects of arts education programs and

how it is that these effects occur. Looking closely at student/teacher interactions and student work over several years provides a more useful understanding of these effects than correlational analyses of test scores, attendance records, and other quantitative data sets. This study goes beyond identification of gross effects to paint a picture of the lived experiences wherein such effects are created—clarity about the effects and clarity about the experiences that promote the effects are equally important. Future research needs to focus even more clearly on what is learned and why such learning occurs in arts education contexts.—*J.W.-D.*

STUDY NAME: **SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association**
AUTHORS: Kathryn Vaughn and Ellen Winner
PUBLISHED: The Journal of Aesthetic Education, Fall 2000, 34(3-4):77-89

Research Questions

What is the relationship between SAT scores and the number of years of arts study? Which SAT test is more strongly associated with studying the arts: the verbal or the math? Are the relationships stronger for different arts disciplines?

METHODS

Students taking the SAT were asked to voluntarily respond to a questionnaire indicating the number of years of arts classes they took or planned to take. These responses were compared to verbal, math, and composite SAT scores. A meta-analysis of the data investigated differences in effect sizes between math SAT and arts, and verbal SAT and arts. Additional analysis investigated the relative relationships of the different arts classes with SAT performance.—*R.H.*

RESULTS

- Students who take arts classes have higher math, verbal, and composite SAT scores than students who take no arts classes.
- SAT scores increase linearly with the addition of more years of arts classes, that is, the more years of arts classes, the higher the SAT scores.
- The strongest relationship with SAT scores was found with students who take four or more years of arts classes.
- The authors report "effect sizes for math scores are consistently smaller than those for verbal scores."
- Acting classes had the strongest correlation with verbal SAT scores. Acting classes and music history, theory, or appreciation had the strongest relationship with math SAT scores. However, all classifications of arts classes were found to have significant relationships with both verbal and math SAT scores.—*R.H.*

CONTRIBUTIONS TO THE FIELD

This study confirms the oft-cited relationship between arts study and SAT scores. Significant relationships were found between all of the arts disciplines and both math and verbal SATs. The article serves as a forum for the authors to remind readers that the correlation between participation in high school arts programs and SAT scores is not sufficient in itself to claim that arts study leads to improvement in academic performance. More research is needed to interpret the relationship.—*R.H.*

COMMENTARY

The study highlights the need for more focused investigations to understand the relationships between arts and academic performance. Additional studies should examine specific relationships, such as those between acting and verbal ability. It is reasonable to assume that some acting classes teach similar skills and concepts as those found in English classes. These skills and concepts may transfer across disciplines, or they may represent two related wings of the same overarching discipline.

A limitation of the SAT studies is that we know very little about the characteristics or quality of the high school arts programs. Which kinds of drama programs, for instance, are most likely to correlate with SAT performance? Most studies tend to simply count the amount of time spent in arts classes and compare this with a performance measure. Studies such as this will become more useful in the future when they measure the quality or characteristics of an arts program or, preferably, learning of arts themselves.

Although the authors repeatedly urge caution when making causal claims for the arts, the consistent positive correlations across all of the studies cannot easily be ignored. Evidently, higher-performing students have access to arts classes, and participate in them, as well. At the very least, even denying a causal relationship, this indicates a demand for arts classes from highly motivated students. Availability of arts classes is a characteristic of high-performing schools. As the authors point out, many independent schools have retained their arts programs, as have affluent suburban school districts. Inner-city schools, often with lower-performing students, have not fared as well in retaining their arts programs, thereby denying their students a complete education.—*R.H.*

CONTRIBUTIONS TO THE FIELD

The value of this research is in the large sample (more than 10 million American high schoolers), the methodology used to assess the consistency of findings across time (meta-analysis), and the nature of the variables being assessed (i.e., the correlation between arts courses taken in high school and performance on the SAT).

The findings are remarkably consistent, given the equiv-

ocality of most social science research. Increased years of enrollment in arts courses are positively correlated with higher SAT verbal and math scores. It is difficult to challenge the strength of this relationship, given the careful documentation in this research. The problem, though (as the authors make abundantly clear), is that correlation does not mean causation. It is not sound science to rush to the conclusion that the best way to enhance SAT performance would be to increase arts offerings. But this research provides an important springboard for future research that should address the question of whether the positive association between arts enrollment and SAT performance will hold up to the scrutiny of additional variables.—*B.W.*

COMMENTARY

An important contribution of research is that it helps refine or redirect the questions that need to be asked in the future. What questions need to be asked to test whether the positive association between arts class enrollment and SAT performance is a causal one? An obvious place to start is to look at the quality of the educational experience of students who fell in the category of having four or more arts classes in their high school careers since they are in the category that performed much better on the SAT than other students. They represent only 14 percent of the total sample. Are their opportunities to study advanced core subject courses (e.g., math, science, English) different from other students'? Are family or school resources for these students different? Furthermore, what role does the quality of an arts experience (as opposed to just the quantity) add to the relationship? These and other questions are made more intriguing and relevant to future researchers because of the strong findings in this research.—*B.W.*

"Although the authors repeatedly urge caution when making causal claims for the arts, the consistent positive correlations across all of the studies cannot easily be ignored."

Essay:

Promising Signs of Positive Effects: Lessons from the Multi-Arts Studies

Rob Horowitz and Jaci Webb-Dempsey

The selection of multi-arts studies collected in this Compendium is diverse, in terms of both the arts learning experiences they describe and the particularities of the research they report. These selections explore learning in multiple art forms and in contexts that range from whole-school and school district renewal efforts to community-based arts programs to arts integration efforts in individual elementary school classrooms. This body of work includes studies that look closely at what happens in a small sample of classrooms, as well as studies conducted on a national level. They include a range of approaches from correlational to ethnographic. Some were designed as basic research on the impact of the arts on children's learning or school change, while others are evaluations of particular programs.

While each study includes particular variables related to their specific context, as a collective they fundamentally share a focus on: (1) describing the processes, contexts, and environments that promote or support arts learning, and (2) documenting the impact of arts learning on other kinds of learning (however those "other kinds" of learning may be defined or measured). It is these central questions about process and context, outcomes, and transfer that are critical to the identification and refinement of a research agenda that will establish the future role of the arts in education.

Three Critical Issues

Certainly, the attempt to understand the effect of multiple-arts experiences on children's learning is a daunting task. Researchers have taken up this challenge in various ways, with designs ranging from meta-analyses of quantitative studies through ethnographic approaches. Several of these approaches are represented in this collection. While researchers may and should debate the merits of particular lines of inquiry, other issues fundamental to both arts learning and arts research loom. First, what is the nature of the arts learning experience, and if we can sufficiently understand it, how are we to capture or measure it? Second, are the learning disciplines of art, music, dance, and drama similar enough to each other to merit being grouped together as "arts education," or are we better off dissecting each discipline separately? And finally, what kinds of outcomes should we expect as a result of arts learning, or, put another way, how do the arts contribute to human development?

Let's put aside the first two questions for the moment, and turn to the third. (Debating the nature of arts learning is an eternal challenge!) Researchers investigating outcomes of arts learning often make a fundamental choice: are they to focus on specific academic skills, such as those reflected in standardized measures of reading or math, or do they look towards broader, more general capacities of the mind, self-perceptions, and social relationships?

The collection of work presented here offers progress in both areas, the specific and the general. Catterall's research provides significant evidence of a link between arts participation and improved academic performance, as measured by test scores in specific academic subjects. As researchers continue to discuss the causal implications of this work, they should note the remarkable similarity of findings across this set of studies—by researchers working independently—within general cognitive, personal, and social domains of learning. For instance, Catterall, Harland, and the Teachers College group all found that drama experiences develop a sense of empathy for others. Harland's findings on creativity, expressive skills, and self-confidence are remarkably consistent with the Teachers College (TC) findings, as well as Catterall's work. Positive risk-taking, as an outcome of arts experiences, emerged independently in the work of Heath, Baum, and TC. The self-regulatory behaviors described by Baum are similarly described in other studies, but by other names. (Baum's definitions of "paying attention," "self-initiating" behaviors, and "persevering" have natural counterparts in TC's "focused perception," "task persistence," and "ownership of learning.") The SCANS workforce skills cited by Catterall in his CAPE evaluation also reflect similar cognitive and social capacities worthy of continued investigation, such as motivation, decision-making, creative thinking, and speaking skills.

> "The positive cognitive, personal, and social outcomes emerging from this collected research represent capacities central to the goals society typically articulates for public education..."

Therefore, this research indicates collective progress in the search for identifying outcomes of arts education beyond skills within the arts disciplines themselves. General capacities of the mind, social competencies, and personal dispositions developed through arts learning may have wide application in a variety of academic and life experiences. There are ample opportunities here for researchers to build upon this work. Researchers, and those who fund them, should consider that the habits of mind and personal dispositions explored in this collection are

closer to the "true" work of the arts educator than those basic competency skills measured by standardized reading and math tests. There is evidence here, for instance, of drama experiences supporting the development of self-confidence, positive risk-taking, and empathy for others—valuable and desirable outcomes, but unlikely to be measured in a pencil-and-paper exam.

"There are positive findings collected here with implications for curriculum, professional development, partnership, and learning. Administrators and policy-makers can be secure in supporting strong arts programs based upon the evidence presented here."

Whatever the merits of high-stakes testing for improving basic verbal and math skills, there can be little doubt that results from these tests have been misapplied to other educational concerns,[1] a prominent example being the use of student test results as a proxy for teacher quality. This misapplication has led to school environments where "what gets tested gets taught," a subsequent narrowing of curriculum, and a limiting of the quality of learning opportunities for young people.[2] Innovative arts programs are sometimes thought to be at risk unless they demonstrate their value within the standards-and-accountability calculus. It is doubtful, though, that researchers will be able to successfully employ high-stakes testing results as credible outcomes of arts programs except in those instances where program activities are clearly intended to achieve results that can appropriately be measured by such tests. Even then the limitations of traditional standardized testing would prohibit the documentation of critical and broadly transferable arts outcomes. The positive cognitive, personal, and social outcomes emerging from this collected research represent capacities central to the goals society typically articulates for public education—productive social membership, critical and higher-order thinking, and commitment to the skills for lifelong learning.

Despite the promising findings on outcomes presented here, more progress is needed to address the first two issues we identified at the outset of this essay. As a field, we still can't identify, define, and measure the collective multiple or integrated arts learning experience very well. Because of this, most arts transfer studies measure participation in arts classes as a surrogate for assessing arts learning, but then measure learning outcomes directly, be they creativity, self-concept, or math performance. Transfer studies in arts education will always be somewhat insufficient until we can more effectively measure arts learning. The quality of arts programs should be considered, as well. We can't predict a transfer outcome unless we are first confident that there is a properly defined causal event: in this case, arts learning.

Researchers should also continue to develop better and more creative research designs, considering the complexity and richness of the arts experience in schools. Is the answer to be found in better-controlled experimental studies, as some have suggested?[3] Perhaps not yet, at least until we can better define the arts learning process. Systematic, well-designed qualitative studies can help us understand what the arts learning experience is for children, and what characteristics of that experience are likely to travel across domains of learning. Such research can also help us develop appropriate forms of measurement—assessments that reflect the rich nature of arts learning experiences and the complexities of arts learning outcomes. In the future, researchers can develop and validate measures based upon solid qualitative work.

Describing Processes and Environments

Clearly, qualitative research is needed to build rich, meaningful descriptions of the processes and environments that promote arts learning. Exploring the processes of arts learning means looking at both arts teaching and learning, simultaneously and separately, as both method and means. Effective teaching processes identified in this body of research include "hands-on involvement to promote on-task behavior," "individualized instruction coupled with positive reinforcement," "recognition for creative accomplishment," "genuine and personal interest in students," and "maintaining and communicating high standards and expectations," all of which are characteristics of quality teaching regardless of the discipline being taught. Characteristics of more constructivist and learner-centered approaches to teaching are also present in descriptions of arts learning contexts. The relevancy of activities, respectful climate, and opportunities for learners to take responsibility that are cited in a number of these studies as providing a context for learner risk-taking and increased motivation and engagement are indicative of these approaches.

These studies, examined collectively, suggest that these desirable processes and teaching characteristics are inherent to dynamic, multiple-arts teaching environments. Although these qualities may be desirable in other academic contexts, their frequency across this set of studies is striking. Multiple and integrated arts learning environments may inherently provide teachers with varied opportunities to develop and exercise the positive strategies outlined in these evaluation and research studies. There is need for additional research to better delineate the characteristics of multiple and integrated arts programs that can lead to a broader impact on learning and schools. Likewise, researchers need to be on guard when designing inquiries that compare arts programs with

1 Wasserman, S. Quantum theory, the uncertainty principle and the alchemy of standardized testing. *Phi Delta Kappan*, (September 2001), 28-40.

2 Eisner, E. W. What does it mean to say a school is doing well? *Phi Delta Kappan*, (January 2001), 367-372

3 Eisner, E. W. (1998) Does experience in the arts boost academic achievement? *Art Education*, 51 (1), 7-15
Winner, E., Hetland, L. (2000). The arts in education: evaluating the evidence for a causal link. *The Journal of Aesthetic Education*, 34 (3-4), 3-10.

desirable pedagogical approaches to programs devoid of both the arts and good teaching. Otherwise, we will merely demonstrate the value of sound teaching practice, and not the arts.

Characteristics of effective arts learning environments, as reported in the larger-scale evaluations such as the NFER study conducted in Great Britain, include standards and expectations that focus on the value of the arts, accessible and adequate offerings in all art forms, and sufficient resources to support quality arts experiences, such as supplies, equipment, and, most important, qualified teachers. Again, these kinds of characteristics are generic to effective learning environments, regardless of the core focus of the curriculum. Seaman's *The Arts in the Basic Curriculum Project: Looking to the Past and Preparing for the Future* provides insight into how schools and school districts that have viable arts programs differ from other schools and districts. In these evaluations, similarities in environmental factors emerge—including a shared understanding of, and commitment to, the importance of the arts across the larger school community, administrative support, adequate materials and space, adequate and additional funding, district support, parent support, and networking among educators and members of the arts community. These factors reflect differences in school culture and climate. Studies that systematically describe the change process as schools adopt an arts focus, integrate the arts across the curriculum, make the arts accessible to all students, invite the arts community into the educational process, and make quality arts teaching a valued activity can contribute to the broader national conversation about school renewal.

Documenting Impact and Transfer

The multi-arts selections include studies designed and implemented as evaluations of arts education initiatives, studies that explore arts involvement as a mediating factor in the lives and learning of "at-risk" youth, and studies designed to investigate the relationship between arts involvement and general academic achievement, both broadly and narrowly defined. There are positive findings collected here with implications for curriculum, professional development, partnership, and learning. Administrators and policy-makers can be secure in supporting strong arts programs based upon the evidence presented here.

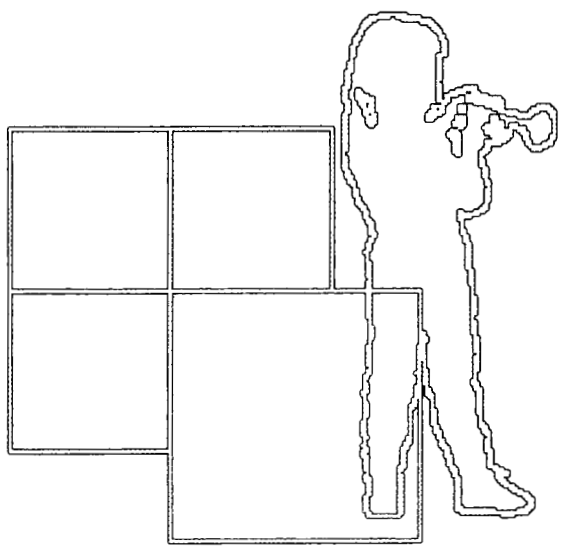
Researchers, however, should be less secure in resting on their laurels. Questions remain, indicating the need for much work ahead. For example, as researchers we must take the issues of *quality* and *quantity* of arts programs head-on. How "good" (or effective) are the programs we are evaluating or researching? How "good" is "good enough" for us to track teaching and learning from one domain to another?

In the same vein, how much arts is enough arts? Is there a tipping point, below which an arts program will have little extrinsic effects, but beyond which these programs have significant impact on children, teachers, and schools? Administrators and policy-makers would welcome our answers to these questions. As researchers we need better answers in order to design better studies.

We also should pursue more precise identification, definition, and measurement in three areas: (1) arts learning; (2) outcomes of arts learning, including cognitive and social competencies, and personal dispositions; and (3) characteristics of the contexts, processes, and environments of arts teaching and learning. But assuming we can improve measurement in these areas, what then? We need to develop better models for understanding how learning within artistic domains interacts with learning in other disciplines. Are we to think of the relationship of arts and other learning as parallel, symbiotic, interactive, or multi-layered? It is overly simplistic to assume that learning in one complex domain (such as the arts) can be sufficiently isolated within a school context and then be shown to affect other subjects in a linear fashion without regard to the context of schools, families, culture, and the nature of the learning process itself. The directionality of transfer effects must be explored, as we try and understand how learning in one discipline influences learning in others.

Issues of equity also should be addressed. Future research should examine the paths by which young people come to "live and learn" in the arts—and how some are systematically excluded. How is access to the arts mediated by race and class, both in terms of school and community offerings and in terms of who self-selects to participate? Work done in this area looking at youth categorized as "at risk" points to arts learning experiences as a powerful factor for influencing personal, social, and intellectual development. Research should be focused on the identification of the barriers to access, while more clearly articulating the process of how the arts might intervene on behalf of learning.

In closing, this selection of multi-arts studies provides direction for building quality arts learning experiences and for the design of future research efforts aimed at documenting the unique impact of arts learning—both learning that enhances the artistic endeavor and learning that transfers to other disciplines and other contexts. The challenge is to follow through and use what this work tells us to garner support from funding agents, policy-makers, educators, and the public for the design and implementation of quality arts programs and a relevant research agenda.



MUSIC

STUDY NAME: **Effects of an Integrated Reading and Music Instructional Approach on Fifth-Grade Students' Reading Achievement, Reading Attitude, Music Achievement, and Music Attitude**

AUTHOR: Laura Jean Andrews

PUBLISHED: Unpublished Doctoral Dissertation, 1997, University of North Carolina, Greensboro, N.C.

Research Questions

What are the effects of an integrated reading and music curriculum on fifth-graders' reading achievement, reading attitude, music achievement, and music attitude?

Do gender and/or music backgrounds influence the effects of an integrated reading and music instructional approach on fifth-graders' reading and music attitudes and achievement?

METHODS

Two intact classes of fifth-grade students, balanced for gender (11 females, 18 males in each class) from one North Carolina school participated in the study. A strength of the study is that criteria for subject selection (a "sampling frame") are stated. Thus, the study used a sample selected to represent a specified population, and not a convenience sample.

The integrated class (n = 29) received 20 minutes of integrated reading and music instruction delivered by the researcher at the end of two regular reading classes a week for 11 weeks. The control class (n = 29) received no integrated instruction during reading class time. Both classes had regular reading classes (50 minutes x 5 classes per week), and both classes attended a general music class led by the researcher (30 minutes x 2 classes per week). Subjects were pre- and post-tested. The music integration program, designed collaboratively by the researcher and the classroom teacher, focused on specific higher-order thinking skills such as comparing and contrasting, understanding text organization, and identifying musical forms. Children were engaged in these challenges through reading, discussing, singing, listening, performing, and creating. In addition, instruction linked reading and music to social, cultural, and historical contexts. For example, during a unit focusing on American Indians, integrated instruction involved listening to and discussing music of the Navajo and Zuni tribes, listening to and reading about the American Indian flute, and chanting rhythmic patterns using vocabulary words like "roadrunners" and "caravans."

Four measures were employed. The *Music Attitudes Profile* (assesses attitudes toward learning about music by having students indicate whether they agree or disagree with statements such as "I like what we learn in music class" and "I am afraid of not doing well in music class" using a 5-point Likert scale); the *Elementary Reading Attitude Survey* (assesses reading attitudes by having students indicate how they feel about various reading activities by circling one of four cartoon drawings representing different emotional states); the *Silver Burdett Music Competency Tests, Book 5* (uses multiple-choice question format to assess basic music skills such as discriminating differences in musical style and recognizing relationships between musical sounds and notation); and the *Vocabulary and Reading Comprehension* subtests of the *Iowa Tests of Basic Skills* (assesses reading skill using items that emphasize word analysis, vocabulary, and reading comprehension). Subjects were issued identification numbers to assure anonymity. Reliabilities were checked for all measures and found to be acceptable. The reliability of the music achievement test (SBMCT) was quite low (r = .50), but no other standardized test was available. In addition, the researcher administered the *Music Background Questionnaire* to all children prior to treatment to evaluate children's previous music training and music environment at home.

A 2 x 2 x 2 (instructional approach, gender, music background) multivariate analysis of variance (MANOVA) was used for analysis. All independent variables and potential interactions were also examined through univariate analyses of subjects' post-treatment reading and music achievement and attitude scores.—*L.H.*

RESULTS

With significance set at $p < .05$, both the integrated and non-integrated classes improved significantly from pre- to post-test in reading and music achievement, with no significant differences between groups. Attitude scores did differ by group. Music attitude increased from pre- to post-test for the integrated class (p = .001) and decreased for the non-integrated class (p = .026). For the second research question about gender and background, girls demonstrated better attitudes toward reading than boys in both experimental and control groups, and boys had greater music achievement. No significant effects were related to music background.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study assessed the effects on achievement and attitude in both reading and music that resulted from integrating music into a reading program. Testing both types of outcomes honors the value of music learning and gives music (or any art form) full partnership in the integrated course of study.

The study found that music and reading attitudes improved when music was integrated into reading instruction. However, achievement in reading and music were not affected.—*L.H.*

COMMENTARY

This study suggests that improved attitudes do not ensure

better achievement. As important as it is to engage students' positive attitudes in their classroom learning (and music apparently had that effect), integrated arts curricula should also advance learning of both the art (in this case, music) and the target discipline (in this case, reading).

Because the experimental (music integrated) and control (music not integrated) groups were similar in level of achievement, these results do not support a conclusion that integrating a music module into reading instruction improves achievement in reading or music. Results do suggest that fifth-grade students' attitudes toward music and reading are positively affected by an integrated reading and music curriculum. However, the researcher cautions that a "Hawthorne effect" (higher scores for students in the music integrated group resulting from their perception of special treatment and increased exposure to the researcher) may have influenced the results of the present study. Similarly, "resentful demoralization" for the control group may account for lower scores on post-testing (resulting from feeling excluded from special treatment).

The researcher suggests that future studies might obtain significant results for achievement if a longer treatment period were used. Future research should also investigate the relationship between attitude and achievement. Attention to identifying the specific elements of the curriculum responsible for observed differences would further understanding of the effects of integrating arts with instruction in other subjects.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study illustrates the problem of differentiating the effects of music instruction and music-integration classes on reading. That is, since the music instruction was identical for both the control and the experimental groups, the music-integrated reading experimental group differed only in the degree to which *explicit* connections were drawn between music, text setting, and lyrical content. Transcripts of the music lessons themselves (included as appendices to the study) suggest how "traditional" music lessons can contribute to language development through its integration with music.

Results from this study show that the reliance on relatively broad or superficial aspects of integration designed into this study—such as the association of music with literature or the presence of specific vocabulary in songs—as opposed to a specific focus on underlying concepts shared between music and linguistic processes (phrase/sentence structure, diction, etc.)—is more likely to affect attitudes *about* reading than ability in reading skill during an 11-week period of instruction.—*L.S.*

COMMENTARY

As the author cites from guidelines for integrated studies in North Carolina, "integrated instruction approaches use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences shared between the disciplines."

That the results of this study do not strongly support the relationship between reading skill and music is not surprising given the relative superficiality of the integration approaches taken, the length of time of the experimental effect, and the confounding effect of applying general music lessons to both control and experimental groups.

"...music and reading attitudes improved when music was integrated into reading instruction."

The lesson transcripts included in this study provide a glimpse of some teaching methods that may be counterproductive to the aims of integrated learning. These lessons rely on a small range of reinforced musical skills, the method of teaching inquiry is dominated by posing only "right or wrong" questions, and the lessons are filled with positive attitude statements rather than modeling the kind of deep inquiry needed to sustain interest in and impact of integrated learning.

Research cited in this study Compendium (Lowe 1995) shows, for example, how vocal song rehearsal combined with close examination of the text yields better results in language reading achievement. The author may have gotten better results by strengthening the integrated lessons in ways that draw on deeper connections between music and reading processes as suggested by the general guidelines issued from state boards of education and supported by earlier research.—*L.S.*

STUDY NAME: **The Effect of Early Music Training on Child Cognitive Development**
AUTHORS: Terry D. Bilhartz, Rick A. Bruhn, and Judith E. Olson
PUBLISHED: Journal of Applied Developmental Psychology, 2000, 20 (4): 615-636

Research Question

Does music training not involving the keyboard enhance spatial-temporal, mathematical, and verbal reasoning?

METHODS

Seventy-one 4- and 5-year-old preschoolers from both low- and high-income families participated. All children were pre-tested on six subtests of the Stanford Binet. There were two visual tests: Bead Memory (a visual memory test in which one must recall and reassemble sequences of beads of different colors and shapes) and Pattern Analysis (a visual test in which one must use blocks to reproduce patterns). There were two verbal tests: Vocabulary, and Memory for Sentences. And there was one math test: Quantitative.

Children were assigned to experimental and control groups by a combination of random assignment and block assignment by class. The 36 children in the experimental group received a 30-week music program (Kindermusik for the Young Child) consisting of 75 minutes of weekly instruction and home assignments including singing, instruments, exploring and notating rhythms, learning to read and write music, composing, and movement. The 35 children in the control group received no special instruction. After the 30 weeks, the same tests were given as post-tests. (Five children were unavailable for post-testing).—*E.W.*

RESULTS

The music group outperformed the control group on the Bead Memory test, but not on any of the other tests. However, this difference was significant only for middle- and higher-income children in both groups, $F(1,43)=6.29$, $p<.016$. Low-income children in the music group did not comply with the program (attendance, parental involvement, and completion of home assignments was low), and this may explain why these children did not outperform the control group on Bead Memory. Children in the music group who were most involved in the program (showed the highest compliance) improved on Pattern Analysis more than did the other music children ($p<.01$); however, there was no difference between the music and control groups on this test.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study adds to the body of research examining a possible link between music training and spatial thinking.

The study showed that preschoolers who get music training improve more than those who do not on a visual test in which one must recall and reassemble sequences of beads of different colors and shapes (Bead Memory test). Children with music training did not improve on another visual test (Pattern Analysis test), and also did not improve on verbal and mathematical tests.—*E.W.*

"This study provides additional evidence of a link between music training and spatial-temporal reasoning."

COMMENTARY

Future studies should advance clear hypotheses about which tests should be expected to improve as a result of music training, and a plausible explanation for these hypotheses should be developed. It would be helpful to provide a suggestion for why the kinds of visual-spatial skills used in the Bead Memory subtest were sensitive to music training, while those required by the Pattern Analysis subtest were not.—*E.W.*

CONTRIBUTIONS TO THE FIELD

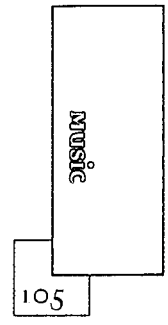
This study provides additional evidence of a link between music training and spatial-temporal reasoning. Preschoolers who received instruction in singing, pitch recognition, notation, composition, and other music skills scored higher than a control group on the Bead Memory subtest of the Stanford-Binet Intelligence Scale. This subtest measures abstract reasoning abilities, including visual memory, imagery, and sequencing.

The study is notable because it employed a multifaceted approach to music instruction. Because most research in this area has been based upon keyboard training, the findings add support for a general causal connection between music and aspects of cognitive development.—*R.H.*

COMMENTARY

The study included design characteristics that should be of interest to future investigations. For one, the researchers measured achievement of music abilities and thereby were able to determine that the group that received music instruction had significantly improved rhythmic and pitch-matching skills. Thus, they can more easily attribute changes in cognitive skills to musical growth.

The researchers also strengthened their study by adding what they termed "compliance variables." They observed variance in the level of participation in the treatment group, and thus sought to measure the degree to which children and their parents complied with the music program's requirements. Compliance variables included parent attendance, children attendance, and completion of out-of-class assignments. In their analysis, they examined the relationship between patterns of participation and outcomes on the Stanford-Binet scale. This enabled the researchers to provide a more detailed analysis than if they had simply compared overall results from the treatment and control groups.—*R.H.*



STUDY NAME: **Can Music Be Used to Teach Reading?**
AUTHOR: Ron Butzlaff
PUBLISHED: The Journal of Aesthetic Education, Fall 2000, 34 (3): 167-178

Research Questions

Is there a relationship between music instruction and performance in reading? Does music instruction lead to enhanced reading ability?

METHODS

A meta-analysis was performed on a set of research studies that met three criteria: they used a standardized measure of reading performance, the reading test followed music instruction (a precondition for establishing a causal relationship), and sufficient statistical data were provided to estimate an effect size. These criteria yielded 30 studies. Twenty-four of these were defined as correlational because the studies did not provide pre-test reading data and students were not randomly assigned. Six studies were defined as experimental, with randomly assigned music and control groups, and both pre- and post-reading tests.

The largest studies by far in the correlational-study group were conducted by the College Board, with sample sizes over 500,000. These 10 studies, from 1988 to 1998, showed associations between verbal SAT scores and participation in one or more high school music performance classes. The SAT studies reported positive correlations ranging from .16 to .22. The other studies considered scores on other measures, such as the Stanford Achievement Test, and classes in instrumental music, Suzuki violin, and other music classes taught by either classroom teachers or music specialists. The reported ages of the other students range from first to fifth grades. The specific instructional content of these classes—as well as their duration, intensity, or quality—is unspecified, at least in the meta-analysis article.

The six experimental studies included sample sizes ranging from 12 to 46. The author does not report their ages. None of the studies used the same reading test as a dependent variable. The music treatment across the six studies is described differently, as well, and includes music therapy, singing songs, and note reading on a keyboard instrument. The effect size (r) varies from -.34, for the music therapy program, to .64 for an instrumental music program. The researcher set the effect sizes for two of the studies to .00 (p = .50) because they reported no significant difference or gain between the control and experimental groups.—*R.H.*

RESULTS

The meta-analysis of the correlational studies demonstrated a strong and reliable association between music instruction and standardized measures of reading ability (r = .17). Stouffer's Z and a t test of the mean Zr were both significant (Z = 301.38, p < .0001 and t = 4.2, p < .001). The study confirms a consistent relationship between music in schools and reading ability across the 24 studies.

Analysis of the experimental group also yielded a positive effect size (r = .18, or .11 weighted according to sample size). The Stouffer's Z statistic was also consistent (Z = 2.38, p = .009), providing some evidence of a causal relationship between music and reading, at least based upon this small set of studies. However, based on other significance and reliability tests, the author concludes that there is not sufficient evidence here to support that claim (such as the t test of the mean Zr, t = 1.06, p = .34).—*R.H.*

CONTRIBUTIONS TO THE FIELD

Through a meta-analysis of other research, the study found a consistent correlation between reading ability and music instruction. Although the connection between in-school music programs and performance on the SAT verbal test has already been widely publicized, this study found similar results across a larger set of studies using other standardized reading tests. This helps to build confidence in the music-reading relationship and points the way to more focused research.—*R.H.*

COMMENTARY

The author states that there is a "strong and reliable association between the study of music and performance on standardized reading/verbal tests". A reliable causal link between music and reading was not found, however, although a positive mean effect size was still found within the experimental group. The inconclusive findings in the causal meta-analysis are not surprising if we examine the studies they were based upon. The studies contain widely divergent musical interventions, and each uses a different test of reading ability. It is unclear how consistent the music instruction is among the different studies. The only study with a negative effect size was based upon music therapy, while all of the others used some kind of musical instruction as an independent variable. Moreover, two of the studies did not provide specific data on effect sizes or reliability.

There are apparently too few studies to work with in the experimental group, showing a clear need for a larger base of research if we are to pursue this kind of meta-analytic approach. Other researchers could differentiate among the studies in other ways besides the correlational and experi-

mental groupings. Researchers might consider, for instance, whether all of the correlational studies employ a similar design, or whether some of them might be reclassified into a quasi-experimental group, along with several of the experimental studies.

More reflection on the limitations and lessons learned from the meta-analyses would be helpful. Is this the best method available to synthesize available literature on the relationship between complex disciplines like music and reading? Where does the method fall short, and when is it best applied?

Future researchers should address a flaw inherent in most arts transfer studies. We know very little about the music *learning* experience, and tallying seat time in a class is a poor substitute for investigating the richness and complexity of musical development.—*R.H.*

CONTRIBUTIONS TO THE FIELD

This study provides four reasons why educators should be interested in looking into the potential benefits of teaching language in the context of music studies. The rationale stems from four ways to approach conditions for learning transfer that may exist between music and language: (1) music and written language employ highly differentiated symbol systems yet both involve analogous decoding and comprehension reading processes (such as reading from left to right, sequential ordering of content, etc.), (2) there are also interesting parallels in underlying concepts shared between music and language reading skills (such as sensitivity to phonological or tonal distinctions), (3) music reading involves the simultaneous incorporation (and reading) of written text with music, and (4) learning in the context of a highly motivated social context such as music ensembles may lead to "heightened academic responsibility and performance" that may enhance reading achievement.

Results from correlational studies in this meta-analysis are "highly significant" suggesting a strong relationship exists between music and reading. Experimental studies that randomized the selection of subjects and employed pre- and post-reading tests also provided statistically significant, if not as robust, positive results.—*L.S.*

COMMENTARY

While the author mutes the positive findings in this meta-analysis by referring to the less robust effects shown in the small number of experimental studies, nonetheless, the trends of the results are clear: measures of reading skill and music education share a strong positive association. This finding should encourage music and language educators alike to pursue the integration of these subjects into one another in ways that may serve as entry points for more public school students to discover underlying connections between their academic and arts pursuits.

While the magnitude of the positive effect sizes has increased in research studies over time, the author is suspicious that, more recently, experimenters have "set out to show that music had a positive impact on students' academic performance." Given the rationale for music's close association with language reading processes and the increasingly positive findings in correlations between music and S.A.T. scores in language reported in this study, another interpretation of these data is possible. That is, increasingly positive trends in recent research suggest instead that the enhancement of language achievement through forms of music education may be the result of more sophisticated, integrative teaching and learning in both the language and music classrooms.

"...confirms a consistent relationship between music in schools and reading ability across the 24 studies."

Regardless of differences of interpretation of these data, the trends reported in this study support the need for both educators and researchers to look more closely and deeply into the integration of language and music reading processes in the context of both academic classrooms and rehearsal studios.

Researchers in the future would be well advised to design experiments that take into account measures of musical learning and skill while looking into the interactive (as well as one-way causality) methods for studying the effects of the integration (as well as the current long-distance transfer model) of music and language instruction.—*L.S.*

STUDY NAME: **The Effects of Three Years of Piano Instruction on Children's Cognitive Development**
AUTHOR: Eugenia Costa-Giomi
PUBLISHED: Journal of Research in Music Education, 1999, 47 (3): 198-212

Research Question

What is the effect of three years of piano instruction on children's spatial, verbal, and quantitative skills?

METHODS

Forty-three fourth-grade children were given three years of private traditional piano instruction (30 minutes per week in years 1-2, 45 minutes per week in year 3) and were compared with 35 children in a control group. Children were pre-tested on measures of verbal, quantitative, and spatial ability, musical ability, and fine motor ability. There was no difference between the music and control group on any measure at pre-test. Children were post-tested after one, two, and three years of the program on the same spatial, quantitative, and verbal measures as used in the pre-test.—*E.W.*

RESULTS

An analysis of variance showed that after one and two years of treatment, children in the music group scored higher than those in the control group on the one spatial test given (from the Developing Cognitive Abilities Test) (p = .05). There were no significant differences between scores of the music and control groups on any of the quantitative or verbal subtests.

Following the third year of treatment, the music group was no longer ahead of the control group in spatial scores. This occurred because of a dramatic increase in control children's spatial scores. Comparison of group means over the course of the three-year period revealed that the experimental children's spatial scores steadily increased each year, while control children's spatial scores remained constant or showed very little improvement during the first two years, followed by rapid improvement during the third year.

A multiple regression analysis revealed that effort to learn piano (as measured by weekly practice time and number of lessons missed) explained 21 percent of the variance in spatial abilities of the experimental group following three years of treatment. This suggests that motivation to learn piano affected the extent of spatial gains.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study is the only *longitudinal* study of the effect of music instruction on non-musical cognitive skills.

After one and two years of piano, children scored higher than those in the control group on spatial but not verbal or quantitative measures. After three years, however, the control group had caught up in spatial scores and thus the music group was no longer ahead in spatial reasoning.—*E.W.*

COMMENTARY

It is not clear why the spatial gains of the music group did not last during the third year of piano instruction, and future research is needed to explore this issue.

It is possible that the music group stopped making spatial gains in the third year because not all of the students were attentive enough at learning the piano. This explanation is suggested by the finding that effort to learn piano accounted for about a fifth of the variance in spatial score at year three.

Costa-Giomi also suggests that the fact that children were entering puberty in the third year might have affected the results (due to hormonal influences on spatial ability). The study could be repeated with younger children to test this hypothesis.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study adds to our understanding of the effects of music training on spatial abilities. Unlike other research in this area, this is a longitudinal study that examined effects over a three-year period.

Children receiving weekly piano instruction scored higher than a control group on spatial measures for the first and second years of the study. This adds support to the findings of other researchers that music training has at least a temporary effect on spatial reasoning. In the third year of the study, the control and treatment groups had similar spatial scores. The author suggests that this may be due to differences in motivation and persistence of the piano students, or the effect of changes in hormonal levels on spatial task performance.—*R.H.*

COMMENTARY

This study makes an important contribution by adding to the body of work suggesting effects of keyboard training on spatial skills. The study is significant, in part, because it found effects within intact school groups instead of a laboratory setting. This kind of quasi-experimental approach may be necessary in a longitudinal study of this duration. Perhaps the length of the study led to the introduction of uncontrolled

variables that influenced the results. This may explain the lack of effects beyond spatial reasoning and particularly the interesting phenomenon of the flat effects in the third year.

The records on practice times and lessons are helpful to the interpretation. In retrospect, it is clear that more data that add depth and substance to the music treatment would help explain the results, particularly the drop-off after three years. Future researchers designing similar studies should gather more comprehensive data on group characteristics and the nature of the musical experience. This could lead to a more nuanced interpretation, and connect the research conclusions to classroom practice.—*R.H.*

"The study is significant...because it found effects within intact school groups instead of a laboratory setting."

STUDY NAME: **Enhanced Learning of Proportional Math Through Music Training and Spatial-Temporal Training**
AUTHORS: Amy B. Graziano, Matthew Peterson, and Gordon L. Shaw
PUBLISHED: Neurological Research, 1999, 21: 139-152

Research Questions

Can understanding of fractions and ratios be enhanced by a training method consisting of a combination of a spatial-temporal math video game and piano keyboard training?

Does the addition of piano keyboard training make a difference in math outcomes?

METHODS

This study made use of a researcher-designed spatial-temporal math video game designed to train understanding of the spatial basis of fractions and ratios. The video game consisted of two stages. In the first stage, children manipulated images mentally. For example, they identified what given shapes would look like if they were turned upside down, and they were shown shapes and asked to imagine them folded in half. In the second stage, children worked on spatial presentations of fractions and proportions. For example, they were shown two shapes, one of which could be fitted twice into the area of the other. They were asked how many buckets of paint it would take to paint the larger shape if it took two buckets to paint the smaller one. All instructions were presented through computer animation and required no reading.

One hundred and thirty-six second-graders from an inner-city school participated. One group (n=26) received a combination of spatial-temporal math video game training (one hour twice a week for a total of 61 sessions) and piano keyboard training (over the course of the same time). Keyboard instruction consisted of learning to read music and play simple melodies. A second group (n=29) received the same amount of video game training but instead of piano got English-language training on a computer (reading, pronunciation, spelling, sentence structure). Both piano and English training were given three times a week for a total of 42 one-hour sessions. A third group (n=28) received no special training at all. There were three additional groups who received only the video game training, for three months, two months, and one month, respectively.

Children were pre- and post-tested with three tasks from the WISC-III: Object Assembly, Block Design, and Picture Arrangement. Children were also post-tested with the Spatial-Temporal Math Video Game Evaluation Program, which presented the same kinds of spatial problems used in the training.—*E.W.*

RESULTS

Spatial-Temporal Math Video Game Evaluation Program: The group that received a combination of video game and piano scored 15% higher than the group that received a combination of video game and English ($p<.05$). Both of these groups scored dramatically higher than those who received no video game training at all, demonstrating that the video game training enhanced performance on the kinds of skills it was designed to train. Those who received only the video game showed a positive association between length of training and score on the Evaluation Program.

WISC-III Tasks: Both groups were reported to show about the same level of improvement (approximately 1.5 points) on the Object Assembly, Block Design, and Picture Arrangement tasks.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study advances our understanding of the relationship between music, spatial reasoning, and spatial aspects of mathematics.

Children given a combination of piano keyboard lessons and experience with a video game designed to train spatial ability and spatially presented proportional math concepts scored higher on proportional math concepts than those who received the same video game training with English-language instruction instead of piano. Thus the combination of piano plus video game seemed to enhance learning of the concepts taught by the video game. Both groups, however, improved about the same amount on three tasks from the Wechsler Intelligence Scale for Children (WISC-III): Object Assembly (a jigsaw puzzle task), Block Design (a task in which one must reproduce a 2-D design using 3-D colored blocks), and Picture Arrangement (a task in which one must order a series of pictures to tell a sensible story).—*E.W.*

COMMENTARY

Future research should examine whether combined piano and video game training enhances performance not only on spatially presented math problems similar to those actually used in the video game but also on traditionally presented math problems. Future research should also make sure to use the video game evaluation program not only at post-test but also at pre-test to be sure that abilities are matched prior to training.—*E.W.*

CONTRIBUTIONS TO THE FIELD

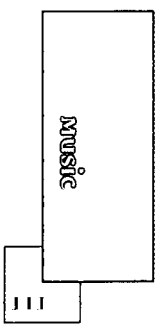
The study contributes to our understanding of the relationship between music instruction, spatial-temporal reasoning, and proportional math skills. Children who received keyboard instruction in combination with training in spatial reasoning and proportional math concepts (through exposure to a researcher-designed video game) scored significantly higher on measures of proportional math than children who either studied a combination of English and piano, or received no instruction.

These findings provide additional evidence of a link between music study and the development of spatial-reasoning skills. The findings also indicate that music study, combined with spatial-temporal training, enhances learning of some specific math skills.—*R.H.*

COMMENTARY

This study adds two new ingredients to the music-and-spatial-temporal-thinking stew. For one, instruction in spatial-temporal skills was directly provided, in addition to keyboard training, as part of the experimental treatment. It is reasonable to assume that this instruction would increase spatial-temporal scores, and it did. Perhaps more significant, the researchers determined that the combined music and spatial-temporal instruction led to enhanced performance on proportional math tasks. This helps to develop a more concrete chain of causality from music to math skills, at least when combined with training in spatial-temporal task performance. Further research is indicated to test various approaches to music instruction, such as those requiring movement, and their relationship with math skills.—*R.H.*

"This study advances our understanding of the relationship between music, spatial reasoning, and spatial aspects of mathematics."



STUDY NAME: **The Effects of Background Music on Studying**
AUTHOR: Susan Hallam
PUBLISHED: Unpublished Paper, School of Education, Oxford Brookes University, Wheatley Campus, Wheatley, Oxford, UK OX33 1HX

Research Question

Do children write better when listening to either calm or exciting music than when they write in silence?

METHODS

Fifty-four children from two mixed-grade (fifth- and sixth-grade) classrooms were divided into two experimental groups and one control group. All children were asked to write an exciting story and were given one hour. Children in one experimental group wrote while listening to calm music. Those in the second experimental group wrote while listening to exciting music. Those in the control group wrote in silence. Stories were scored in terms of whether the story had a beginning, middle, and end, flowed, held one's attention, was exciting, and had clear grammar. After writing, children in the music groups were also asked whether they were aware of the music, liked it, thought it helped them, and how it made them feel.—*E.W.*

RESULTS

Story scores did not differ for the silent and the calm music groups. But scores in the exciting music group were significantly lower than scores in the other two groups. The difference occurred because those in the exciting music group scored worse on criteria where higher-level thinking was involved (whether story had a climax; was exciting; held attention). On elements that were perhaps less challenging, there was no difference among groups (whether story had a beginning, middle, and end; level of detail; flow). Observations revealed that exciting music had a negative effect on behavior: children in this group were more likely to be off task and ask non-work related questions.

Despite the difference in scores, children in all groups were split 50/50 in terms of whether they thought that the music was helpful or distracting. Moreover, those in the exciting group were more likely to report liking the music (72 percent) than those in the calm group (22 percent).

These findings show that exciting music can interfere with school-related tasks, as might be expected. (However, this finding should be replicated so we can be sure that the children in the exciting condition were not less skilled to begin with). Contrary to expectation, calming music did not have a positive influence on performance. Self-report questionnaire results showed that children's perceptions of how music affects their work are often incorrect. Children believed that the music they liked was helpful, and music they did not like was distracting. Most children in the exciting group liked the music and half perceived it as helpful even though in fact it was hurtful.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study adds to the body of literature investigating the effect of background music on school tasks. The study showed that when background music is exciting, it interferes with creative writing, even though students like the music and do not perceive it as distracting. Calm music had no effect either positive or negative.—*E.W.*

"This study clearly illustrates the risks of employing background music listening activities into various forms of study without a conceptual framework for evaluating the context of its use..."

COMMENTARY

Future research should investigate which dimensions of music make music calm vs. exciting, and should investigate how calm and exciting music affects other tasks besides creative writing.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study clearly illustrates the risks of employing background music listening activities into various forms of study without a conceptual framework for evaluating the context of its use and intended impact on study tasks. The finding that various kinds of music can have a negative impact on creative writing or concentration should alert educators to the need for a deeper consideration of music as a possible tool or support for multi-tasking.

This study reviews elements of a broad conceptual framework for predicting the positive or negative effects of background music on cognitive tasks that includes (1) gauging the nature of the music, whether it is stimulating or relaxing, (2) the effects of music as determined by the characteristics of the individuals, their age, musical expertise, familiarity with the music, (3) the environment within which the studying is taking place, and (4) the characteristics of the studying task itself.—*L.S.*

COMMENTARY

This study is valuable for the care with which the related literature is reviewed and the range of factors that are investigated. This provides a developmental and cognitive scope that educators lack when they seek to apply background music as a positive influence on academic performance.

The investigation of metacognitive strategies opens up a new line of inquiry that may prove to be very useful when considering the role music plays in learning at different ages.—*L.S.*

"The investigation of metacognitive strategies opens up a new line of inquiry that may prove to be very useful when considering the role music plays in learning at different ages."

STUDY NAME: **Learning to Make Music Enhances Spatial Reasoning**
AUTHOR: Lois Hetland
PUBLISHED: The Journal of Aesthetic Education, Fall 2000, 34 (3-4): 179-238

Research Question

Does active instruction in music enhance preschool and elementary students' performance on spatial tasks?

METHODS

The researcher conducted a literature search for published and unpublished studies that examined the relationship between music and nonmusical cognitive outcomes. Fifteen studies were selected for meta-analysis according to these criteria: (1) they were reported in English, (2) participants were taught to make instrumental or vocal music, (3) they contained one or more control groups, (4) they contained outcome measures on mental rotation or spatial visualization, (5) sufficient statistics were provided to compute an effect size. Sample sizes ranged from 12 to 219 (mean N=78). Subjects ranged from ages 3 to 15. The musical treatments varied from four weeks to two years.

Three meta-analyses were performed on the studies. The first analysis tested the hypothesis that active music instruction enhances performance on spatial-temporal tasks. These tasks required either mental rotation or several steps for solving problems in two or three dimensions in the absence of a physical model. The outcome measure for spatial-temporal reasoning was most commonly the Object Assembly subtest of the WPPSI-R, although several other tests were used as well. Contrast analyses investigated subject variables (age and SES) and program variables (duration, lesson format, parental involvement, keyboard vs. non-keyboard, piano vs. xylophone, notation, movement, and composing or improvisation). Several other contrast analyses tested research design characteristics.

The second meta-analysis investigated the effect of music making on a measure of general intelligence, Raven's Standard Progressive Matrices. The third analysis examined studies that used spatial tests other than spatial-temporal reasoning measures. These included tests of spatial recognition, spatial memory, and spatial visualization.—*R.H.*

RESULTS

Consistent effects were found across the studies in the first meta-analysis. According to the author, "active music instruction lasting two years or less leads to dramatic improvements" in spatial-temporal reasoning. There was a mean effect size of r = .37 with a mean r = .39 weighted for sample size. Significance tests indicated that these results are very unlikely due to chance or error (Stouffer's Z = 8.74, p < .0001 and t of the mean Zr = 7.50, p < .0001). Contrast analysis indicated that individual lessons were more effective at increasing spatial-temporal reasoning scores than group lessons. Study of musical notation was also found to be more effective than music instruction without notation. However, effects remained robust with group lessons and instruction without notation. The other contrast analyses did not provide significant or practical results, indicating consistency across subject, program, and design characteristics.

The second meta-analysis found a small, but not significant, relationship between music making and Raven's Standard Progressive Matrices test (r = .08, weighted r = .03; Stouffer's Z = 1.32, p = .09; t of the mean Zr = 1.23, p = .29). The third meta-analysis demonstrated that effects of music making are not limited to spatial-reasoning performance, but may include other spatial tasks as well. However, few studies were found to include in this meta-analysis, and they employed different outcome measures. Nonetheless, according to the meta-analysis design as defined by the authors, a causal relationship was found between active music learning and spatial reasoning (r = .26, weighted r = .20; Stouffer's Z = 5.27, p < .0001; t of the mean Zr = 6.11, p = .0003).—*R.H.*

CONTRIBUTIONS TO THE FIELD

The study provides confirmatory evidence that music making leads to enhanced spatial reasoning skills. Through a meta-analysis of relevant studies, consistent causal effects were found on measures of spatial-temporal reasoning. Music making was also shown to cause enhanced performance on other spatial tasks besides spatial-temporal reasoning. However, the diversity of spatial measures and the small sample size (of studies) suggest that this second result is not easily interpreted and further study is needed to understand this promising finding.—*R.H.*

COMMENTARY

Because the results are consistent across the analyzed studies, there is little evidence presented that a particular approach to music instruction is more likely to lead to enhanced spatial skills. The exception is learning traditional music notation, which apparently leads to stronger effects. However, results are sufficiently robust with or without notation as part of music instruction. The author points out that the different approaches to music instruction in the analyzed studies are representative of many of the national standards in music education. Therefore, music educators need not

fear that the findings presented here will distort instruction in favor of a particular music pedagogy found to increase spatial skills. Program administrators or music teachers should not use these results to alter their instruction in favor of an approach believed to be more effective in promoting spatial thinking. On the other hand, advocates and policymakers can use these results to support strong music education programs without concern that they are only looking toward "secondary" but non-musical outcomes.

Nonetheless, researchers should maintain an interest in differentiating among various approaches to music making and their effects on thinking skills. The contrast analyses in this study indicate an approach to teasing out this differentiation. The lack of useful results from the contrast analyses (beyond demonstrating the consistency of the findings) should not deter future researchers from this kind of exploration. It is likely that there are too few studies to work with, and that the studies don't contain sufficient data to perform a valuable contrast analysis. Future studies can embed variables that illuminate the musical treatment, so later analysis can understand which kind of musical instruction is most likely to lead to enhanced spatial skills. It may also be useful to rethink the linear model of transfer presented here, and instead conceptualize spatial skills as one set of mental operations inherent in musical thinking. Can the skills estimated by the spatial tests be reconsidered as reflective, in part, of musical thinking, rather than simply as an outcome effect?—*R.H.*

CONTRIBUTIONS TO THE FIELD

Distinguished from the "Mozart effect" passive listening studies, these three meta-analyses provide even more robust evidence that active musical training—especially when coupled with music notation—enhances performance on tests of spatial reasoning over at least a two-year period.

Surprisingly, the data across these 15 studies are consistent to the point that varying conditions of music education—such as differences in the amount of parent involvement, use of keyboard or not, length of program, use of expressive movement, inclusion of composition—do not significantly change the results. However, there are some indications that inclusion of notation and the use of one-on-one instruction (vs. group instruction) do increase the effect size significantly.

Results from the meta-analyses suggest also that offering a wide range of music programs in preschools and elementary schools similar to the ones reviewed in this meta-analysis will predict that nearly 70 percent of young children will "show spatial improvement as a result of the music program." Furthermore, this study supports the theory that music might enhance other non-temporal spatial processes such as those that require spatial visualization, rotation, or memory.—*L.S.*

COMMENTARY

The strong, positive findings reported here have been analyzed meticulously for bias to control for a wide range of methodological threats to their validity. These include the Hawthorne effect, the expectations of the authors, pre-existing differences in the groups, and even the quality of the research designs chosen for the study. There is no doubt in the author's mind as to the causal effect of music instruction on spatial reasoning. In addition, there is little doubt that these findings support the view that pre-wired connections to spatial thinking in the brain are triggered by active engagement with traditional music instruction, regardless of the intent of the music teacher.

"The study provides confirmatory evidence that music making leads to enhanced spatial reasoning skills."

Because of the small number of studies included in the meta-analysis, however, it is not possible to conclude that all future music programs will achieve these same results, nor is it possible to assume that these results will last beyond the two years of instruction.

If music can be regarded, as this study suggests, as fertile ground for "teaching for transfer," educators increasingly will have the opportunity to provide a greater range of instruction and teaching strategies geared toward transfer. It seems more than coincidental, for example, that the study that produced the strongest spatial outcomes in this analysis is also the only study that examined the combined effects of teaching spatial skills and music together (Graziano, et al. 1999, summarized in this volume). It is important therefore that future studies determine whether such deliberate integration of music instruction with other domains, such as the combining of spatial-temporally grounded math instruction with authentic and comprehensive music programs will lead to even stronger, clearer, and longer-lasting outcomes of learning transfer across these and other disciplines.—*L.S.*

STUDY NAME: **Listening to Music Enhances Spatial-Temporal Reasoning: Evidence for the "Mozart Effect"**
AUTHOR: Lois Hetland
PUBLISHED: The Journal of Aesthetic Education, Fall 2000, 34 (3-4): 105-148

Research Question

Does music listening enhance performance on spatial-temporal tasks?

METHODS

A comprehensive literature search was conducted for published and unpublished studies on music and spatial skills. The initial harvest of 553 studies was found to include 76 with spatial outcomes. Strict inclusion criteria further reduced this set to 26 studies reflecting 36 experiments. First, the author determined if the studies were relevant to the research questions of the meta-analysis. Additionally, the studies had to: (1) use only human subjects, (2) have at least one experimental condition when subjects listened to a musical stimulus, (3) have at least one control condition predicted to not enhance spatial skills, (4) include an outcome measure on at least one spatial task, (5) provide sufficient statistics to compute an effect size, and (6) control for practice effects.

Mozart's Sonata for Two Pianos in D major, K. 448 was the most frequent musical treatment in the collected studies. Other music by Mozart (K. 488), Schubert, Mendelssohn, and Yanni, as well as rhythm and melody alone, were also hypothesized to have spatial effects. Control conditions included silence, relaxation tapes, noises, and music by Philip Glass, Pearl Jam, and others hypothesized to be "non-enhancing" of spatial reasoning. Most of the outcome measures were of spatial-temporal tasks, while some measured non-spatial temporal tasks. Effect sizes (r) were calculated for each task within the selected studies.

Six preliminary analyses compared control conditions to determine if they could be combined into the overall meta-analyses. These preliminary analyses examined relationships between: (1) Mozart K. 448 and silence, (2) classical music and relaxation instructions, (3) silence and relaxation instructions, (4) silence and noise, (5) silence and non-enhancing music, and (6) relaxation and non-enhancing music. Two meta-analyses were then performed. The first meta-analysis examined whether music listening enhances performance on all types of spatial tasks. The second focused on music listening and only spatial-temporal tasks.—*R.H.*

RESULTS

Results from the preliminary analyses indicated that studies with different control conditions could be combined for the final two meta-analyses. The 36 experiments in the first meta-analysis—that contained music thought to enhance various spatial outcomes—had a mean r of .22 (weighted r = .18). Significance tests indicated that it is highly unlikely that these effects were due to chance, and that similar results are likely in future studies. (Stouffer's Z = 5.77, $p < .0001$; t of the mean Zr = 5.34, $p < .0001$). A linear contrast analysis found that music listening enhances performance on spatial-temporal tasks (r = .20) more than on non-spatial temporal tasks (r = .04). The second meta-analysis found a significant effect of music listening on spatial-temporal outcomes (r = .24; weighted r = .19). This was also found to be significant and generalizable (Stouffer's Z = 6.74, $p < .0001$; t test of the mean Zr, t = 4.84, $p < .0001$).

Eight linear contrast analyses were conducted to determine the effects of specific moderator variables. Music other than Mozart was found to also enhance spatial-temporal performance. No significant effect differences were found between males and females, or between published and unpublished studies. Certain laboratories were found to produce stronger effects, which may be due to the quality of the studies or other undetermined research conditions.—*R.H.*

CONTRIBUTIONS TO THE FIELD

The researcher provides a useful review of available literature on the "Mozart effect," that is, the effect of listening to music on spatial-temporal reasoning. Prevailing theories accounting for this phenomenon, such as the trion model of the cortex, arousal, and musical preference, are reviewed. A coded list of gathered research studies provides future researchers with a base for additional investigation, through itemizing the musical treatments and the outcome measures employed by the various studies.

The meta-analysis supplies confirmatory evidence that the so-called Mozart effect is robust and consistent across this set of studies. Music listening appears to enhance spatial-temporal reasoning skills, defined as mental rotation or spatial visualization in the absence of a physical model.—*R.H.*

COMMENTARY

This meta-analysis, along with the collective work on music and spatial-temporal reasoning it reflects, points to several promising areas for additional research. Effects do not appear limited to Mozart's K. 448, or even to the music of Mozart. Further research with other music may help isolate the most significant musical qualities that influence, or

operate alongside of, spatial temporal thinking. We still don't know the particular characteristics of music, or musical thinking, that enhance, interact, or have common elements with spatial temporal reasoning skills. Additional study is indicated to tease out these musical characteristics.

As research continues in this promising area, we may be able to further identify and define the cognitive operations within musical thinking and then understand how these function across other mental domains. It may prove that a categorization scheme that segregates musical and spatial thinking oversimplifies the phenomena observed in these studies. Similar cognitive operations or brain functions may be in play within both of these domains.—*R.H.*

CONTRIBUTIONS TO THE FIELD

Two meta-analyses of studies confirm the existence of the positive effect of listening to certain kinds of music on immediate follow-up spatial tasks that involve the transformation of mental images without a physical model (first published by Rauscher, Shaw, et al. in 1993). This phenomenon, called the "Mozart effect," has frequently been challenged on the basis of its difficulty of replication and because there are competing explanations for the phenomenon itself.

"This meta-analysis supplies confirmatory evidence that the so-called Mozart effect is robust and consistent across this set of studies."

This analysis, based on a more comprehensive and inclusive set of studies than the most recent meta-analysis of the Mozart effect (Chabris, C., *Nature* 1999 pp. 826-27), reports the highly robust effects of listening to Mozart on various types of spatial reasoning tasks, especially spatial-temporal problems that require a sequence of mental images necessary to solve object-assembly tasks.

The data suggest that the effect is real, yet it can occur with other kinds of music beside Mozart. However, researchers do not yet know conclusively why the effect occurs. The trion model of the cortex (where neurons supposedly are primed by musical processing for spatial tasks) appears more likely to explain the enhanced test scores and brain imaging patterns than the competing "arousal" theory suggested in previous meta-analyses. Yet the author considers the rhythmic aspects of patterns depicted either through aural or visual stimuli as an alternative, yet related, theoretical explanation for the effect.—*L.S.*

COMMENTARY

The Mozart effect is important for educators, not because it provides another reason for music educators and parents to entice children to listen to classical music, but, as the author points out, because findings from these meta-analyses contradict prevailing views of learning in two areas: brain modularity (the assumption that cognitive capacities are located in discrete areas of the brain) and learning transfer (the assumption that transfer is unlikely and difficult to facilitate across disparate cognitive domains).

The fact that passive listening to music appears to "prime" spatial thinking indicates that neural networks normally associated with one kind of mental activity can readily share the cognitive processes involved in a different activity. Thus learning or thinking in one discipline may not be completely independent of another.

The significance of a learning transfer that occurs with unconscious priming is that there may also be other neurological avenues and facilitative pedagogical strategies for educators and researchers to integrate learning by identifying modes of thinking common to more than one discipline.—*L.S.*

STUDY NAME: **An Investigation of the Effects of Music on Two Emotionally Disturbed Students' Writing Motivations and Writing Skills**
AUTHORS: Patrick Kariuki and Cindy Honeycutt
PUBLISHED: Paper presented at the Annual Conference of the Mid-South Research Association, New Orleans, LA, November 4-6, 1998

Research Question

Can listening to music help motivate emotionally disturbed students to improve their writing skills?

METHODS

A case study of two fourth-grade boys in a special education class of students classified as "emotionally disturbed" was conducted to determine whether music listening could motivate these boys to improve in writing. The study was divided into four time periods, each lasting about four weeks. In the first and third periods, the boys completed weekly writing assignments without listening to music. During the second and fourth periods, students completed weekly writing assignments while listening to music (through headphones) in a wide range of styles. The writing assignments in the music sessions were related to the type of music heard. Writing was scored for technical skills, creativity, and volume. Researchers also observed the students while writing, and interviewed them about their reactions to the assignments. Students were also given a questionnaire about their attitude about each assignment.—*E.W.*

RESULTS

Both students improved their writing skill by two letter grades when listening to music. Unfortunately, however, the grades were not broken down by creativity vs. technical skill. Students wrote more words when listening to music. For instance, one student increased his word count from 5 to 40; the other increased his count from 9 to 92! Students also felt more positive about writing when listening to music, and were observed to be more focused when writing to music than when writing without music. Students reported that the music made the writing exciting and helped them stay focused.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study suggests that music listening may help emotionally disturbed, special-needs children focus more when completing a writing assignment in school.—*E.W.*

COMMENTARY

It is not clear who scored the students' writing, nor if the scorers knew whether the writing they were scoring was carried out with or without music. If the researchers themselves did the scoring, and if they did not score the writing blind to whether the writing was accompanied by music or not, it is possible that experimenter bias may have affected the results.

When writing to music, students were asked to write in reaction to the music. When writing in silence, students had no outside stimulus to react to. It is therefore possible that the improved writing during music listening was due to having a stimulus to react to, rather than due to music. Future research should compare music-linked assignments with assignments in which students are given something else specific to react to (such as an autobiographical memory).

Future research should examine whether the positive effects associated with writing found in this case study of two students generalize to other emotionally disturbed students, or to typical children. Future research should examine what kinds of music work best, and which aspects of writing are most helped by music.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study employs a design valuable for the study of effects of music listening in the context of language arts activities. It is of value to see that music listening heightened by various activities made such a contribution to the quantity and quality of the written work of two emotionally disturbed students.

The use of music listening as an effective tool for improving emotionally disturbed children's attitude toward writing suggests that music allows children with low levels of motivation to focus on tasks rather than serve as a distraction to the writing process itself.—*L.S.*

COMMENTARY

This study suggests a cognitive framework that supports the use of music listening as a resource for writing skill development when critical listening brings "interwoven facets of language" into play in the writing process. Interwoven facets such as listening, speaking, reading, and writing are, in the opinions of the authors, stimulated by having the participants learn the music, lyrics, and various parts of the music. In other words, effective music education focused on music listening appears to be a salient factor that supports its utility in the context of other academic work.

Unfortunately, this paper is missing important details that would help readers understand its significance more. For example, we don't know what the qualitative differences look like in the writing samples. Nor do we know what was taken as evidence of the "more creative" writing. These examples would help teachers apply this framework with concrete qualitative results in mind.—*L.S.*

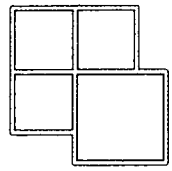
STUDY NAME: **The Effects of Musical Performance, Rational Emotive Therapy and Vicarious Experience on the Self-Efficacy and Self-Esteem of Juvenile Delinquents and Disadvantaged Children**

AUTHOR: John Roy Kennedy

PUBLISHED: Unpublished Doctoral Dissertation, Department of Music and Dance, University of Kansas, Lawrence, KS, 1998

Research Question

Do performing songs on guitar and singing boost self-esteem and self-efficacy in at-risk youth (in comparison to therapeutic treatments that do not include performance)?



METHODS

Forty-five 8- to 19-year-old males living in residential homes and juvenile detention centers for at-risk youths participated. All were either identified as "at-risk" students or had been arrested for petty or serious offenses. None had experience with the guitar. Five groups were formed: Performance Only, Performance/Cognitive Strategy, Cognitive Strategy, Vicarious, and Control. All received 30-minute weekly guitar instruction, and all but the control group then received 30 minutes of additional instruction depending on the group.

Those in the Performance group received 30 minutes of instruction performance etiquette, strategies for achieving peak performance, memorization, and musical expression. Following this, they gave solo performances to their peers.

Those in the Performance/Cognitive Strategy group received 30 minutes of cognitive instruction (instruction in mental strategies for performing) and musical performance instruction (how to deal with performance anxiety). Following this, they gave solo performances to their peers.

Those in the Cognitive Strategy group received 30 minutes of the same cognitive instruction as the Performance/Cognitive group but were given no chance to rehearse these techniques nor give solo performances.

Those in the Vicarious Experience group received 30 minutes of watching performances followed by discussion of successful and failed performances.

Participants were pre- and post-tested on self-esteem, using the Rosenberg Self-Esteem Scale, and musical self-efficacy (how confident they feel about their musical ability).—*E.W.*

RESULTS

Scores in the Performance and Performance/Cognitive groups improved significantly, but scores in the other groups did not improve.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study examines social outcomes of music instruction with at-risk youth. The study demonstrated that guitar training coupled with repeated performance experiences improves both musical self-efficacy and self-esteem of these youth.—*E.W.*

COMMENTARY

Only those students who learned to give solo performances showed improvements in self-esteem. This interesting finding suggests that music training improves self-esteem because the opportunity to perform helps youth overcome fears and helps them see that they can succeed. Replication research should ensure that the instruction not be delivered by the experimenter, in order to avoid any unconscious experimenter bias.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study shows that musical performance and musical performance coupled with cognitive strategies improve self-efficacy (concept of self-capacity) in at-risk youth, whereas the effect of self-esteem (concept of self-worth) was not significant (perhaps due to sample size).

Surprisingly, the use of cognitive strategies alone had no effect on self-efficacy ratings, suggesting that musical performance of music in the popular idiom is a powerful and underused tool for improving the well-being of at-risk youth in our public schools.

This study suggests that mastery of subject matter in musical performance is therapeutic, because it enables the patient to cope more effectively with the environment and acquire social competencies. Consequently this study illustrates the "efficacy of musical education" on the therapeutic goals of the selected population of at-risk students.

In addition, this study reveals that significant therapeutic changes occur through musical performance that do not require extensive previous knowledge of music or music aptitude.

The areas of music therapy techniques related to cognitive and emotional

"...musical performance of music in the popular idiom is a powerful and underused tool for improving the well-being of at-risk youth in our public schools."

aspects of performance described in this study need to be studied by music educators for the purpose of enhancing the value of their programs in schools.—*L.S.*

COMMENTARY

The performance tasks and supporting cognitive strategies for performances outlined in this research should be studied carefully for their value to music education and any other aspects of education that rely on performance values.

Not only are the musical performance tasks sequenced skillfully but also the cognitive strategies employed in the study suggest how self-efficacy of any music student would be improved by cognitive strategies such as "having the mind staying in exact step with the music and its physical execution."

The use of performance strategies that limit destructive tendencies of negative self-evaluative judgment would contribute to the goals of inclusivity in public school music programs that otherwise normally weed out students who suffer from performance anxiety.

This study suggests also that improvement in self-efficacy relies also on critical thinking and not on optimal therapeutic conditions alone. This study clearly suggests that applying Rational Emotive Therapy (RET) principles to performance of the song (dealing with errors, preferences, positive thinking in anticipation of chord changes) outweighs the anxiety or discomfort experienced during a vicarious performance. As the author reports, "attending, processing, integrating, and rehearsing information, along with accompanying verbalizations and behaviors, are elements of learning that are effected by self-efficacy expectations in these students."

With regard to the relevance of this study to public education, the author notes also that other research focused on building self-efficacy suggests that musical performance may provide higher levels of motivation to learn in elementary and middle school students with learning problems.—*L.S.*

STUDY NAME: **The Effect of the Incorporation of Music Learning into the Second-Language Classroom on the Mutual Reinforcement of Music and Language**

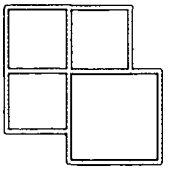
AUTHOR: Anne S. Lowe

PUBLISHED: Unpublished Doctoral Dissertation, 1995, Urbana-Champaign, University of Illinois

Research Questions

When incorporated into an elementary, second-language classroom (French for second-graders), does a music program whose methodology is based on similarities between the structures of music and language reinforce both the learning of music and the learning of the second language?

Does level of academic achievement in French and mathematics affect the degree to which students increase their learning of a second language and of music when music is incorporated into the second-language classroom?



METHODS

Fifty-three second-grade subjects (Control n = 26, Experimental n = 27) from an elementary school in New Brunswick, Canada (similar academic and socio-economic backgrounds, not further described), were assigned to either control (regular oral-visual drill-type French lessons, taught by a French immersion teacher, and 30 minutes of separate music instruction, taught by a music specialist) or experimental groups. Experimentals received the same "regular" program as the controls (co-planned by the experimental and control group teachers to control for teacher effects), and, in addition, had five, 15-minute music lessons each week, totally incorporated to the French second-language class (it is unclear whether French instruction was consequently reduced by 15 minutes/session). Music instruction focused on music concepts of tonal-rhythmic pattern and form. Language instruction focused on concepts of pronunciation, oral grammar, vocabulary, and comprehension. The integrated music and language instruction was planned and taught daily (duration not specified for French classes) by the regular classroom teacher for a period of eight weeks.

A two-week pilot study was conducted that employed 23 grade two, French immersion students in another school in the district that was not included in the final study. The pilot was used to assess validity and reliability of measures and to assess educational value, format, feasibility, and practicality of the music lessons.

Measures—Multiple measures were used to assess music and language, which avoids a potential bias caused by the form of the test. The pre-/post-test design used tests designed by the study author with the assistance of music and French second-language specialists and criterion-referenced to curriculum objectives. The French tests measured French pronunciation and oral grammar (individually administered) and vocabulary and reading comprehension (group administered). Oral grammar, vocabulary, and reading comprehension tests were hand-scored for number correct, and the pronunciation test was scored blind from audiotapes with average score computed from ratings of a panel of five native-speaking judges (teachers at the school who did not teach the students). The music tests measured tonal-rhythmic pattern and musical form. One part asked subjects to match written notations to melodies, rhythms, and forms played on tapes. This test was scored by hand for number correct. Another section asked subjects to play a given pattern or form on Orff tone bells. Average scores across the five judges (elementary general music teachers in the area) were computed. Academic achievement was tested at pre-test only. The language achievement section, administered orally by the author, tested oral comprehension (through responding with a sentence, demonstrating an action, uttering a word to match an action, and matching written vocabulary words with images). Subjective sections (i.e., all but vocabulary) were audiotaped, judged by five French immersion teachers, and assigned average scores. Vocabulary was administered and hand-scored by the French immersion teachers, and number correct was analyzed. The mathematics test was 75 items that measured numeral dictation, drawing tenths and unities, identifying odd numbers, drawing indicated numerals, and greater than, less than. Mathematics tests were administered and scored by French immersion classroom teachers, and number correct was entered into the analyses. Qualitative data were also collected from the experimental teacher (daily journal and interviews) to assess potential reasons for outcomes.

Analysis—Kuder-Richardson was used to assess test reliability. Pearson product-moment correlations by group, time, and test were calculated to determine which variables covaried. Moderator variables (private piano lessons and three levels of academic achievement) were assessed through t tests and ANOVA. All possible main effects and interactions were assessed through a series of ANCOVAs (group x test time x test—two, four, or six tests—covarying pre-test scores and academic achievement). Scheffe's post-hoc tests were calculated for significant interactions to discover the source of significance in the omnibus tests.

Reporting was clear and detailed, with the exception of amount of time devoted to French and music. We do not know how long the "regular" French classes were, nor whether the experimentals gave up 15 minutes of instruction in French to accommodate the additional 15 minutes of music instruction that was incorporated. Gains in music for the experimental group are not so surprising if music instruction was increased by 45 minutes/week. However, if direct French instruction was reduced for the experimental group, it is quite compelling that French scores increased.—*L.H.*

RESULTS

The pilot study showed that reliabilities of the French tests were adequate (Kuder-Richardson coefficients ranging from .70 - .99), as were all but the tonal-rhythmic pattern written test (r = . 23). The author suggests that the tonal-rhythmic pattern test is best combined with the music performance as a composite. Because pilot treatment was so brief (two weeks), it was deemed sufficient that some significant relationships (for form) were found between French and music concepts, so the main study employed French, tonal-rhythm, and form variables.

Private piano lessons did correlate with higher scores on tonal-rhythm pattern reading, but because only a few subjects took private piano lessons, this correlation does not compromise the results. Academic achievement did covary with all tests except tonal-rhythm, so it was employed as a covariate in the main study.

The results of the main analysis suggest that the incorporation of this music program enhanced general French and music skills, and, in particular, oral grammar, reading comprehension, tonal-rhythmic pattern/performance, and form/described (written) concepts.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study is a model for research on transfer in the field of arts education. The author carefully reviewed theoretical and empirical literature that identified connections between the structure of music and language, the similar processes of learning and teaching these disciplines, and previous empirical studies linking music and first- and second-language learning. The study was then designed to build on these findings and take a careful next step to extend understanding of a gap in the field: no previous studies had examined learning outcomes in *both language and music* that resulted when music was integrated into language programs.

"...points toward a set of similar brain mechanisms needed for both speech and musical processing."

The study found that learning in both areas was enhanced when music instruction was carefully and deliberately integrated into language instruction in ways that "bridged" areas of structural and pedagogical similarity in music and language instruction, compared with music and language instruction taught separately (not integrated, and without teaching for transfer). This form of music instruction enhanced French oral grammar, pronunciation, vocabulary, and reading comprehension, as well as the understanding of musical concepts related to tonal-rhythmic pattern and form.—*L.H.*

COMMENTARY

This study suggests that transfer needs to be carefully taught. It can occur when subjects are aligned in structure and/or in methods by which they are taught and learned. It also implies that training in arts and in methods of teaching for transfer is necessary for all teachers who integrate music (or other arts) into their courses. It does not seem necessary for such training to be extensive, however, when teachers have some musical background. It also suggests that student enthusiasm can influence achievement. Parents noticed differences in their children's interest and learning, and this implies that parents could serve as a source of support for such arts programs if they were informed about the rationale for such integrated programs.

It is not clear why the total time/week for music instruction was not held constant for the two groups. Experimentals had 45 minutes more music instruction each week, incorporated into their French classes (five days x 15 minutes per day). It also is not clear whether the time directly spent on French was reduced equivalently.

The author urges caution in interpretation, because groups were not randomized, and because of potential Hawthorne effects (doing better with the introduction of a special program) and teacher effects. In addition, some of the tests were not highly reliable (musical creativity and tonal-rhythmic pattern/written).

The author suggests that future research should vary age and socio-economic levels of subjects, and assess "learning mode dominance." She also suggests (1) developing new and more reliable measures, (2) comparing success of students whose teachers had varying amounts of formal music background, (3) developing programs that focus on other musical concepts such as timbre, articulation, harmony, and expression, (4) focusing on additional language skills such as reading and spelling, and (5) conducting a qualitative study to describe the entire integration process and its elements. She also suggests (6) testing the possibility that music-integration programs may benefit children with attention deficit more than other children. Future replications should be certain to match the duration of music instruction across groups and clearly report that total amount of instructional time per week for each group is equivalent.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This careful study of music and language learning is very important to music educators, teachers, and researchers interested in the issue of two-way transfer effects between music and language arts. It is particularly important for educators who develop interdisciplinary curricula that focus on learning underlying processes, skills, and structures shared between language and music. Examples of interdisciplinary teaching methods devised in this study demonstrate how music can be "taught for transfer" at the same time for the development of music skill.

That the correlation between pronunciation test scores in language and measures of musical aptitude and instrumental training increases over time illustrates how learning in different areas of study can be enhanced through their interaction.

Furthermore, this study concludes that academic achievement correlates positively with musical achievement—especially with regard to music reading and notation processes. This finding suggests that it will be necessary for music educators to develop programs that foster strong music reading and written notation skills—a worthy goal that is not uniformly supported by instrumental lessons or ensemble studios currently in public schools—if music education is expected to be an effective resource for interdisciplinary approaches to second-language development.—*L.S.*

COMMENTARY

A literature review (featuring linguistics, musical perception, and speech) carefully outlines links between language and

music through investigating underlying mental processing shared between music and language. Although competing theories of separate intelligences are not discussed fully, much evidence points toward a set of similar brain mechanisms needed for both speech and musical processing.

The focus on cognitive components of reading processes such as "categorical discernment" of sound (phonemic awareness) or sound decoding (phonics) are examined in ways that support the rationale for studying the effects of music education on second-language studies.

Several aspects of music education, such as the focus on rhythmic or pitch (contour) aspects of language processing in vocal music, contribute to commonalities between music and language teaching. The use of songs, not surprisingly, directly enhances pronunciation, grammatical structure, vocabulary, and idiomatic expressions as well as wide variety in speed of delivery, phrasing, and linking of ideas.

Finally the argument is made that interdisciplinary learning should result in students who are better able to see the connections among subject areas and are therefore more likely to understand and remember what they learn. A second-language program that supports two-way learning connections between music and language will most likely serve as a model for interdisciplinary learning across other domains of study.—*L.S.*

STUDY NAME: **Music Training Causes Long-term Enhancement of Preschool Children's Spatial-Temporal Reasoning**

AUTHORS: Frances H. Rauscher, Gordon L. Shaw, Linda J. Levine, Eric L. Wright, Wendy R. Dennis, & Robert L. Newcomb

PUBLISHED: Neurological Research, February 1997, 19 (1): 2-7

Research Question

Does individual instruction on piano keyboards, supplemented by group instruction in singing, cause long-term enhancement of spatial-temporal reasoning in preschool children?

critical links

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METHODS

Subjects were 78 preschool children (42 boys and 36 girls) ages 3 and 4, of diverse ethnicity and normal intelligence, who were enrolled in classes from three preschools. Children were assigned to one of four groups: Keyboard (n = 34), Singing (n = 10), Computer (n = 20), and No Lessons (n = 14). Groups were assigned either randomly or as intact classes, depending on school. The study was conducted over a period of two years, but children received either six or eight consecutive months of instruction during that time.

Children in the Keyboard (n = 34) group received 10-minute private keyboard lessons from professional keyboard instructors using traditional methods. Depending on the school, children received lessons either once a week for eight months or twice a week for six months. Although some children received more lessons, no significant effects were found for number of lessons, so the results for both groups were pooled. Lessons focused on pitch intervals, fingering, sight-reading, music notation, and playing from memory. The preschools reserved one hour each day for children in the Keyboard group to practice. In addition, children in the Keyboard group participated daily in 30-minute singing sessions led by a music instructor.

The Computer group (n = 20) received 10-minute private lessons from a professional computer instructor using a personal computer and age-appropriate mathematics and reading software. These lessons were intended to control for hand-eye coordination practice, personal attention, and opportunity for engagement with an activity provided by the keyboard lessons. Children learned how to open the software using basic DOS commands and also learned number recognition, counting, and sentence completion.

The Singing group (n = 10) participated in the same daily 30-minute singing sessions as the Keyboard group but did not receive any additional private instruction. Children in the No Lesson group (n = 14) did not receive any instruction.

All children were pre- and post-tested for spatial reasoning with four tasks from the Performance subtest of the Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R). The Object Assembly task is designed to measure spatial-temporal skill (i.e., forming a mental image of a completed object and rotating puzzle pieces to match that mental image). The other three tasks used were spatial recognition tasks and included Geometric Design (children match and draw geometric figures), Block Design (children match patterns using colored blocks), and Animal Pegs (children place correctly colored pegs below a series of animal pictures). These latter three do not involve one or more of the skills that define spatial-temporal reasoning: sequencing, mental rotation, matching to only a mental and not a physical image.

One-way ANOVA (for the four training groups) and multiple t tests, with Bonferroni adjustment to protect from the possibility of finding significant results by chance, were used for analysis.—*L.H.*

RESULTS

Age-adjusted means for pre- and post-tests revealed that children in the Keyboard group improved significantly on the Object Assembly task (pre-test mean = 9.8; post-test mean = 13.41), while children in the other three groups did not ($F_{3,74}$=3.87, p<0.0001). A set of Bonferroni t tests confirmed that mean change scores for the Keyboard group's performance on the Object Assembly task differed significantly from each of the other three groups ($p < 0.01$). There were no significant differences among Keyboard subjects post-tested within one day of their last keyboard lesson and those post-tested more than a day after the final lesson, which the authors define as a long-term effect. No significant improvement in scores was found for any group on the three spatial recognition tasks.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study was the first published, empirical test of the effects on children's spatial abilities caused by active engagement in music instruction (keyboard supplemented with singing). The study has direct implications for instruction with children and should not be confused with the authors' previous study on the "Mozart effect." (That laboratory study demonstrated temporarily enhanced spatial reasoning abilities for college students after 10 minutes of exposure to a Mozart piano sonata when compared to performance of spatial tasks after listening to silence or audiotapes of relaxation instructions. The Mozart effect study examined how the mind processes information, not how children learn).

The study found enhanced spatial-temporal reasoning for the Keyboard group when compared with students who

spent similar time on computer or singing-only instruction, or students who had no extra lessons.—*L.H.*

COMMENTARY

This study provides compelling evidence that learning to play the piano enhances a particular kind of spatial reasoning—spatial-temporal ability—in preschoolers. Because the effect lasted longer than one day, the results suggest that music instruction may cause long-term structural modifications in regions of the brain that are not exclusive to music processing. The authors speculate that the implications of their findings may be profound, since enhanced spatial-temporal ability may facilitate learning in areas of mathematics and science that rely heavily on spatial-temporal reasoning.

The results are somewhat compromised because the Keyboard group appears to have had up to one hour of additional practice time daily, so instruction time across groups was non-equivalent. In addition, the groups were not randomized at the level of the individual, and they may not have been equivalent before treatment. It is unclear whether singing contributed to the observed spatial enhancement—it did not do so independently, but it may have contributed in combination with piano instruction. A previous pilot study by these authors (1994) found that singing lessons enhanced low-SES children's spatial-temporal reasoning. The conflicting results imply that either or both the structure of the singing program or demographics play some role in producing the effect.

Future studies should continue to explore the specific aspects of music training responsible for the enhancement of spatial-temporal ability and how such increased spatial-temporal skills affect learning in school. They might also examine how such enhancement affects performance on school assessments. Fundamentally, future studies should seek to identify and explore the specific mental processes associated with learning music and spatial reasoning.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study suggests that musical training, unlike exposure to music, supports relatively long-term modifications in underlying neural circuitry in regions of the brain not primarily concerned with auditory processing.

This study shows that the effect of comprehensive training in music on tests of spatial ability is relatively long term compared to the short-term effect reported by the authors earlier as the "Mozart effect."

This study establishes that a distinctly comprehensive form of musical performance training on the piano supports a form of temporal-spatial reasoning that enables children to perform better on object assembly tasks that require a combination of skills such as spatial recognition, classification, and finding relationships among patterns in a sequential order—a fundamental process shared among many domains of study (including, but not limited to chess, mathematics, and engineering) and their application to daily life (such as the ability to plan, design, and organize actions, products, or thought).

The validity of these findings is supported by the nature of comprehensive musical training, well-known to conservatory-trained music educators, based on multiple representations of musical knowledge (keyboard, notations, numbers), performance modality (voice, fine motor skills), and symbol processing skills.—*L.S.*

"This study provides compelling evidence that learning to play the piano enhances a particular kind of spatial reasoning—spatial-temporal ability—in preschoolers."

COMMENTARY

This study reveals that a comprehensive form of musical performance training was employed to produce high performance on object assembly tests. Along with piano and voice instruction, preschool children studied pitch intervals, fine motor coordination, fingering numbering techniques, sight-reading music notation, and playing from memory. As the authors note, keyboard instruction provides a visual-linear representation of the spatial relations between pitches as does singing from notation; physical coordination progressed from one hand to two hands; and children were asked to transpose the fingering patterns to other regions of the keyboard. Thus the independent variable in this study comprises a sophisticated array of teaching practices that will have to be precisely replicated in further studies in other age groups or in school settings.

The results of this study should not surprise music educators who consider the spatial reasoning abilities required by comprehensive musical performance training to be far more complex than those tested in the object assembly task. Music performance skills can be understood in part as a measure of spatial-temporal intelligence. Consequently we should expect musical instruction to make a greater difference in spatial-temporal *performance* test results (such as object assembly tasks) than in the results of simple spatial *recognition* tests.

For educators interested in a deeper exploration of underlying concepts shared between musical skills and mathematics or science, more extensive investigations by researchers on the effect of music education on proportional reasoning (rhythm), hierarchical reasoning (tonal systems), and other forms of systems thinking (composition and analysis) will be welcome.—*L.S.*

STUDY NAME: **Classroom Keyboard Instruction Improves Kindergarten Children's Spatial-Temporal Performance: A Field Experiment**
AUTHORS: Frances H. Rauscher and Mary Anne Zupan
PUBLISHED: Early Childhood Research Quarterly, 2000, 15, (2): 215-228

Research Question

What is the effect in a public school setting of group music instruction that features learning to play a keyboard instrument on kindergarten children's spatial reasoning?

METHODS

Sixty-two middle-income kindergartners of both genders and diverse ethnicity from two intact classes at two elementary schools in Wisconsin were assigned to either keyboard instruction (n = 34) or no music (n = 28). In groups of 10 children, the Keyboard group had 20-minute lessons, two times per week for eight months, conducted in an area of their regular classroom. During the music lessons, the children in the control group engaged in "journaling" with their teacher in another part of the classroom. Both groups were pre-tested and re-tested after four and eight months.

Spatial-temporal ability was measured by the Puzzle Solving task (arranging cardboard pieces of a puzzle to create a familiar object) from the *McCarthy Scales of Children's Abilities* and the *Block Building* task (reproducing from memory a stair-step structure created and removed by the examiner from 10, 1-inch blocks) from the Learning Accomplishment Profile Standardized Assessment test. The Pictorial Memory subtest from the McCarthy Scales was used to index visual-spatial memory (recalling and identifying previously viewed pictures of objects).

The first analysis used a 2 x 2 x 3 (sex x group x time) MANOVA for each of the three tests. Repeated measures ANOVAs (group x time) were next conducted for each test. A 2 x 2 MANOVA (sex x group) on pre-test scores checked for group equivalence prior to treatment, which was confirmed through post-hoc Scheffe's t tests. Finally, a one-factor (group) MANCOVA (covarying pre-test scores) on gain scores (eight months minus pre-test) was conducted as a check on the previous analyses. Reporting of this study was clear and judicious, with several tables. Reporting would be improved by giving exact p values.—*L.H.*

RESULTS

The Keyboard group scored significantly higher ($p < .05$) on spatial-temporal measures after only four months of lessons, with greater enhancement demonstrated after eight months of lessons. Pictorial memory tasks did not differ by group at either measurement time.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This study extends the first author's examination (see Rauscher et al., 1997, summarized in this volume) of the effects of active music instruction (in this case, using piano keyboards) on spatial reasoning tasks. It explores the effect on a new age group (i.e., public-school kindergartners instead of private-school preschoolers), employs keyboard instruction delivered to a group rather than to individuals, and compares spatial-temporal to spatial memory measures.

"...supports the need for further replication and extension into the public school curriculum."

The study found that spatial-temporal tasks (i.e., "tasks that require combining separate elements of an object into a single whole...to match a mental image," p. 216) were enhanced by keyboard training, but pictorial memory tasks were not. There were no gender effects.—*L.H.*

COMMENTARY

This study suggests that specific types of spatial reasoning (i.e., spatial-temporal) are enhanced by music instruction on keyboards, while another type of spatial ability (i.e., pictorial memory) is not.

The authors are careful not to generalize these positive results to global statements about music's effect on spatial ability and list a series of cautions about interpreting the findings. First, the authors caution that these results should not divert instructional goals toward spatial outcomes, but urge educators to continue to guide the design of musical instruction by learning musical goals such as those set by national music standards. The authors also caution that a Hawthorne effect (positive findings as a result of a new program) is possible because the control group was untreated. However, similar results for the music and no treatment groups on the pictorial memory task counter that threat to a degree. Further, the authors state that because children in the music group engaged in a range of musical activities, including keyboard training, moving to music, singing, reading notation, ear training, music literacy, and solfege (sight-singing), it is not clear which musical component(s) contributed to the spatial enhancement. The authors also remind readers that it is not clear how long the effects last.

Future research should investigate instruction with other age groups, with other socio-economic and geographic groups, and with separate components of music instruction. In addition, the relationship between this particular

spatial skill and achievement in mathematics should be further investigated (cf. Graziano, et al. 1999, summarized in this volume).—*L.H.*

CONTRIBUTIONS TO THE FIELD

The educational potential of music training has been broadened through this study of the impact of a comprehensive approach to keyboard performance instruction conducted in a public school classroom.

The speed at which the impact occurs is striking. That such a sharp change in test scores of spatial ability occurs within four weeks suggests a treatment worth implementing in larger-scale school settings.

The authors cite the need for further studies to answer the question as to whether music affects mathematical reasoning (such as ratios and proportion) as it affects spatial-temporal reasoning measured in this study.—*L.S.*

COMMENTARY

As with earlier studies conducted by Frances Rauscher, the treatment on the experimental group is a form of comprehensive musical training that includes a range of musical activities, including keyboard training, moving to music, rhythmic clapping, singing, reading notation, and ear training. It is clear that these activities, taken together, might well support the development of spatial abilities measured by tasks that involve mental imaging and temporal ordering. The overlapping of skills required for comprehensive musical instruction and spatial ability should be seen as a basis for new forms of music and mathematical teaching that involve "relating information entering through one sense mode to analogous information in another mode."

This study suggests a reconciliation between Howard Gardner's view of musical intelligence as a separate domain of reasoning and his later view of musical intelligence as a possible "privileged organizer of cognitive processes" in early education.

While the authors cite brain studies, which support the hypotheses that musical training affects the development of neural pathways relevant to spatial abilities, this study now supports the need for further replication and extension into the public school curriculum.

If the music instruction methods used in this study are available in sufficient detail, they could be extremely useful to educators interested in analyzing the mathematics curriculum according to the neurological constructs of "spatial-temporal" reasoning. Mapping the factors used in these constructs (spatial perception, memory, operation, construction, etc.) onto the mathematics curriculum and the teaching practices of elementary school teachers will contribute to the educational validity and utility of this work.—*L.S.*

STUDY NAME: **A Meta-Analysis on the Effects of Music as Reinforcement for Education/Therapy Objectives**
AUTHOR: Jayne M. Standley
PUBLISHED: Journal of Research in Music Education 1996, 44(2), 105-133

Research Questions

How effective is "contingent" music (music used as behavioral reinforcement) in facilitating learning and behavior changes in education and therapy settings?

What circumstances affect music's reinforcement value in education and therapy settings?

METHODS

Ninety-eight studies were included in this analysis, with 208 effect sizes computed. Effect sizes for individual studies ranged from d = 35.44 to d = -7.05—a large range. (Note: negative effects indicate that the control condition was more effective than the music contingency).

The analysis was conducted by standard meta-analytic methods and reports effect sizes by the index called d (which indexes how many standard deviation units the treatment "pushes" the average effect above the mean). The literature search was extensive and included both published and unpublished studies to avoid bias. Inclusion criteria are clearly stated. The sample of studies is well described. Several helpful tables and charts highlight main results clearly.

Factors that may affect validity of results:

(1) Many diverse independent and dependent variables were combined in a single analysis. For example, the main analysis does not differentiate specific academic effects (e.g., outcomes as diverse as achievement in mathematics, reading, general academics, and cognitive music outcomes—such as reading notation and identifying pitches—are combined with attentiveness, color discrimination, and memory for telephone numbers), age of student (studies are combined that work with subjects ranging from 4 to 20 years), or relevant subject characteristics (studies of mentally and learning disabled subjects are combined with "normal" subjects).

(2) The main analysis combines mostly single-subject and small-sample studies, whose effects are systematically larger than those found in between subjects (experimental vs. control) designs. Because study size is not reported for individual studies included in the analysis, it is not clear how well the results generalize to group educational settings.

(3) Measures by which individual studies indexed outcomes are usually not reported.

(4) *No inferential statistics are reported, which further limits our ability to generalize from this analysis.—L.H.*

RESULTS

The general result is that contingent music (d = 2.90; equivalent to r = .82) is more effective in promoting education and therapy objectives (all types combined) than other reinforcement techniques (d = 1.17, equivalent to r = .50).

The analysis examined several moderator variables to explain what conditions contribute systematically to the size of effect:

(1) Using music to increase (d = 2.97) or decrease (d = 2.77) behavior;

(2) *Initiating music as a reward (d = 2.55) or interrupting it as a consequence (d = 3.56);*

(3) Immediate (d = 3.38) or delayed (d = 1.70) reward with music;

(4) Using music with different ages (highest in infants-4 years: d = 3.51 and adults: d = 4.51, lower in school-aged children: 5-11 years d = 2.53, 12-14 years d = 1.96, 15-18 years d = 1.08);

(5) Subject ability categories: physically or medially impaired (d = 2.25); emotionally impaired (d = 2.38), normal (d = 2.99), mentally impaired (d = 3.16);

(6) Study design (subjects as own controls d = 3.42; experimental vs. control groups, d = 1.62).

The following outcomes were assessed individually for degree of relationship to various musical "treatments":

(1) educational-academic (d = 2.18, mostly achievement in reading and mathematics, not further described)

(2) educational-social (d = 2.04, e.g., staying on task, positive interactions, lower noise, and higher attention)

(3) physical rehabilitation (d = 5.47)

(4) medical-health (d = 2.26)

(5) sports-exercise (d = 1.39, e.g., increased duration riding stationary bike)

(6) developmental (d = 3.40, including (a) attention/interaction, (b) self-help, (c) behavior in car or bus, (d) stereotopy (e.g., tics, regurgitation, self-stimulation, wandering), (e) complaining, (f) work, and (g) preference variables)—*L.H.*

CONTRIBUTIONS TO THE FIELD

Through the method of meta-analysis, this study examines diverse results from studies in which music was used as a reward for learning and for behavior changes. To my knowledge, it was the first meta-analysis to address any form of educational outcome in relation to music. Such syntheses of individual studies set the stage for greater scientific precision

by establishing base-line effect sizes (that is, an index of the strength of relationship between an educational "treatment" and a measured outcome). The author also clearly defined the value of meta-analyses for policy and future research and encouraged more use of this method within the field. In addition, she described the standard procedures of the technique clearly and in accessible, non-technical language.

The study found contingent music (that is, music used as a reward for desired behavior) to be considerably more effective (by nearly two standard deviations) than other types of reinforcements (e.g., candy, juice, stories, praise) found in previous meta-analyses of non-musical contingencies.

The analysis will be of most interest to therapists and general educators, since most of the studies involve listening to music as a reward rather than learning music or learning through music.—*L.H.*

"This study suggests that contingent music effectively reinforces learning and behavior changes."

COMMENTARY

This study suggests that contingent music effectively reinforces learning and behavior changes. The author's previous meta-analysis of music's uses in medical and dental settings found an effect size slightly greater than one standard deviation for subjects reinforced with music compared with controls. The truly huge effect found in this analysis exceeds even that very large effect.

Several potential criticisms raise questions about the validity of the reported effect. These are ameliorated but not entirely compensated for by analyses of moderator variables (see Methods section).

Future meta-analytic studies should differentiate both independent and dependent variables more precisely and report inferential tests. Future individual studies might benefit from examining the effects of varying a single independent or dependent variable.—*L.H.*

CONTRIBUTIONS TO THE FIELD

This recent meta-analysis of 98 studies shows that researchers in surprisingly diverse fields of application have reported much success using music to effect changes in children's and adults' behavior in and outside of schools. In addition, several experimenters report that the use of music acts simultaneously as reinforcement for social-emotional development, as subject matter, and as an enhancement to academic achievement in other subject areas.

This report focuses on the contingent use of "music initiation, participation, or interruption" as a valuable tool for behavior modification in the normal public school classroom. Studies analyzed in this meta-analysis also reveal that the effects due to contingent use of music compare favorably to other types of reinforcements (food, classroom status, etc.). In addition, the author presents evidence that reinforcement or reward does not negatively impact intrinsic motivation, thus allaying a primary objection to the contingent use of music in classrooms.

Research summarized here suggests strongly that the knowledge of techniques for the contingent use of music should become an important component of the professional development of music educators and music therapists.—*L.S.*

COMMENTARY

The meta-analysis reviewed here takes into account literature from the fields of education (cognitive skills, academic achievement), social-behavioral modification, medical treatment and therapy, social-emotional development, work productivity, and listening preference studies. Analyses of results from studies that use contingency-based music programs hold enormous implications for optimizing classroom management while showing no negative effects on students' academic performance and motivation.

The importance of this meta-analysis is that it (1) organizes a vast body of research that, when seen as a whole, challenges educators to incorporate music in a variety of ways that extend beyond the boundaries of discipline specific instruction, and (2) brings to the forefront the use of music for therapeutic and behavioral objectives that has been largely ignored by classroom teachers, music teachers, and administrators in public schools until this time.

Most important to teachers, careful review of the studies in this meta-analysis suggests that music listening can be adapted creatively to any classroom and that it is applicable across a wide variety of musical, academic, and behavioral objectives.

One example of a practical application of this study for educators is to establish preferences in music listening as a "contingency" for classroom privileges, which, in turn, motivate children to demonstrate desired behavioral changes. For example, an unruly child can gain the privilege of choosing his or her preferred music (1) to be heard during transition from one activity to another, (2) to be heard during a creative writing exercise, (3) to be played during a recreation period, or (4) to accompany any other activity the music or classroom or music teacher deems as appropriate during the school day. Other examples of findings from this study can be applied to public schools. Further research designed to assess how teachers incorporate music listening programs in schools is needed.—*L.S.*

STUDY NAME: **Music and Mathematics: Modest Support for the Oft-Claimed Relationship**
AUTHOR: Kathryn Vaughn
PUBLISHED: Journal of Aesthetic Education, Fall 2000, 34 (3-4):149-166

Research Questions

Is there a relationship between music study and mathematics achievement? Does music instruction cause increases in mathematics achievement? Does listening to background music while thinking about mathematics problems enhance mathematics ability?

METHODS

A search of published and unpublished studies considering the relationship between music and mathematics was gathered. The initial harvest yielded 4,000 references. These were reduced to a set of 25 studies, first by excluding articles deemed to be advocacy pieces or programs descriptions, and then by excluding three other types of studies: (1) when music was used as a reward for high mathematics performance, (2) where musical "jingles" were used as memory aids, and (3) where the studies focused on music and mathematics aptitude rather than achievement. The studies were then assigned to one of three groups: correlational, experimental-music instruction, and experimental-music listening. A separate meta-analysis was performed within each group.

Ten of the twenty studies in the correlational group compared participation in music classes with SAT mathematics performance. These were large studies with over 300,000 subjects each. The other studies had between 34 and 1,969 subjects. Most subjects were high school students. Correlations between mathematics and music study ranged from $r = -.05$ to .37. Only six studies were in the experimental-music instruction group with sample sizes from 28 to 128, all from preschool or elementary school. Effect sizes ranged from $r = -.04$ to .31. The experimental-music listening group also had smaller sample sizes than the correlational group of studies. There were 15 studies with 10 to 200 subjects. Effect sizes were widely dispersed, ranging from $r = -.18$ to .82. These studies compared music predicted to enhance mathematics performance (i.e., classical or "mood calming") with music or sound predicted to interfere (rap, rock, industrial noise).—*R.H.*

RESULTS

The meta-analysis of the correlational group indicated a significant relationship between music study and mathematics achievement. Students who take music classes in high school are more likely to score higher on standardized mathematics tests such as the SAT. The researcher reported a mean effect size of $r = .15$. When the effect sizes were weighted to account for the large size of the SAT studies, the mean effect was $r = .14$. Significance tests indicated that it is extremely unlikely that these findings are due to chance ($Z = 192.59$, $p < .0001$ and t of the mean $Zr = 4.2$, $p < .0001$).

Analysis of the experimental group indicated that music study appears to *cause* increases in mathematics achievement ($r = .13$, $p = .004$). Curiously, the researcher provides a contradictory interpretation. She first states that students who take music "show higher mathematical achievement as a consequence" of the music classes, and that there is a "small causal relationship...showing that music training enhances math performance." But she then goes on to write, "there is a dearth of existing evidence testing the hypothesis that music training enhances performance in mathematics, and I conclude that the hypothesis has not yet been adequately put to the test."

Listening to some kinds of music may aid performance on mathematics tests. There was a significant, but small, overall mean effect size ($r = .14$, $p = .003$). However, additional analysis did not provide significant results.—*R.H.*

CONTRIBUTIONS TO THE FIELD

This study helps confirm the relationship between music study and performance on standardized mathematics tests. The analysis adds substance to the widely publicized correlation between music and SAT scores by synthesizing 10 years of SAT analysis with 10 other studies chosen through stringent selection criteria.

The study also provides additional support for the hypothesis that the increases in mathematics scores are not simply correlational, but are due to the music instruction. A meta-analysis of six experimental studies revealed a causal relationship between music and mathematics performance. This is an important contribution, as it indicates several fruitful areas for additional research.—*R.H.*

COMMENTARY

The study shows positive, unanticipated benefits of music learning that should be of interest to school administrators and policy-makers. Sustained participation in music education programs likely supports the development of thinking skills applicable to mathematical reasoning, which may, in turn, be reflected in mathematics scores. But questions remain for researchers: What is the nature of the relationship between music and mathematics? If music somehow enhances mathematical understanding, how does this come about? Is it due to development of spatial reasoning? What kinds of music instruction might lead to increases in mathematics performance?

Additional research can begin to address some of these

questions. Qualitative studies are needed to describe, isolate, and define the characteristics of music classes and appropriate indicators of learning. Controlled studies should pursue a narrower, sharper approach than those used in the meta-analysis. They might try and measure mediating variables that could provide insight into the mechanism of transfer. They should also investigate the relationships between different types of music study and different types of mathematics learning.—*R.H.*

CONTRIBUTIONS TO THE FIELD

The method of this study—meta-analysis—is used for the first time to distill and generalize results from a modest number of selected studies that explore the relationship between music and mathematics.

Besides the general positive significant relationships between music and mathematics found in the meta-analysis there are several intriguing findings that emerged out of the broad context of this study.

First, positive correlations between high-stakes standardized mathematics test scores and participation in music ensembles have increased in size and significance over the last decade and need to be investigated for underlying causes. It was disappointing that this meta-analysis study made no attempt to illuminate possible substantive reasons for the consistently strong, positive correlations, particularly with regard to the recent large-sample study cited that claims to control for levels of SES in its research design (Catterall, 1999, and in this Compendium).

Second, this study indicates that the effects of musical instruction on mathematics performance are more significant and much larger in the most recent studies. Are there important clues for why this is so? In one case in particular, the author speculates on the extraordinary possibility that "the combination of music instruction and the particular spatial-temporal mathematics instruction students" received in that study may have led to improved mathematics performance. In other words, the strongest evidence for conditions of causality in this study may be based on the revelation that when authentic music instruction is integrated with mathematical instruction based on spatial-temporal aspects of learning mathematics, the positive association between music and mathematics learning may increase significantly, to the potential benefit of both subject areas.

Third, the results of studying "soothing" background music on test-taking skills in math are mixed, perhaps because the studies themselves are not necessarily conducive to meta-analysis as organized in this study. As educators know, some children need to be soothed to test better, whereas others would benefit more from arousal to perform more productively. What is needed is a much more sophisticated and comprehensive set of meta-analyses focused on the effects that different kinds of music (soothing, arousing, complex, repetitive) may have on various kinds of children (normal, attention-deficit, emotionally challenged) for various purposes (academic, social, behavioral). This meta-analysis perhaps would have been more useful if it had included a more comprehensive set of studies such as the meta-analysis provided elsewhere in this Compendium (Standley, 1996).—*L.S.*

COMMENTARY

"This study helps confirm the relationship between music study and performance on standardized mathematics tests."

This meta-analysis provides positive evidence to support the relationship between music and mathematics. The author provides a three-tiered rationale for the close relationship between music and mathematics: (1) musical training in rhythm that emphasizes proportion, patterns, and ratios expressed as mathematical relations, (2) recent studies (cited in this Compendium) that strongly support the connection of music training to spatial-temporal reasoning, and (3) the nature of music and mathematics typically expressed by expert musicians (in this case, Igor Stravinsky). These rationales demonstrate the importance of reconsidering the goals of music education to include: (1) the incorporation of new teaching strategies designed to integrate fundamental concepts in music that are shared with other disciplines, (2) the development of new aspects of teacher training to include awareness of recent research that supports the relationship between musical and cognitive development in other disciplines, and (3) recognition of the importance of musicians continuing to investigate fundamental concepts shared between authentic musical education and other disciplines.—*L.S.*

Essay:

An Overview of Research on Music and Learning

Larry Scripp

> "What we must first seek to answer is whether music is to be placed in education or not, and what power it has...whether as education, play or pastime."
>
> *Aristotle*

Introduction: Re-examining the role of music in education through research.

Music's place in American schools continues to be uncertain as we begin a new millennium of public education. While the business of producing and selling music thrives commercially, while listening to and making music continues to be of major interest to a large population of youth and adults, and while hundreds of community schools across the nation offer music instruction to those who can afford it, the comprehensive, sequential study of music has yet to be accepted as a core ingredient of public education.

Perhaps one reason policy-makers have been reluctant to support music as a core subject in public schools is that educators, administrators, artists, and parents seem to be divided in their advocacy for music's essential role in public education. On one side, the "essentialists" argue that music should be taught for its own sake. Essentialists maintain that while there exists evidence for several kinds of ancillary benefits from music instruction, music teachers should focus only on the instruction of music's own set of skills and literature and not be responsible for drawing out "extra-musical benefits" from this instruction. By contrast, those sympathetic to the "instrumentalist" point of view believe that music does not exist in a vacuum, that it is connected intrinsically to other subject areas and art forms, and that learning in music inevitably draws on and engages learning processes and fundamental concepts *shared* across many subject areas—often simultaneously.

As research emerges that establishes stronger relationships between music and learning in other areas of the curriculum, advocates from both camps are caught in a complicated bind. While one side worries about pandering to administrators or to school boards that make decisions based primarily on test scores in the academic subjects, the other side worries that, if we ignore aspects of learning transfer between music and other subject areas, music education will remain outside of the mainstream of public education, and thus will survive only as an educational *elective* for the talented or highly motivated few.

Research papers reviewed in this Compendium support a more interactive model of learning in and through music. Although music study takes place in isolation from math and language learning in schools today, research suggests that music functions as a catalyst for cognitive skills and aspects of social-emotional development across disciplines, especially when conditions for transfer are optimized through teaching to principles and processes that engage and deepen learning across disciplines.

Consequently, studies reviewed in this Compendium suggest how music educators and policy-makers may help resolve what increasingly appears to be a false dichotomy between the essentialist and the instrumentalist positions. The gap between these two points of view is beginning to be bridged through research that will be reported here in terms of four major themes.

Theme 1: Meta-analysis studies based on large bodies of research over the last few decades reveal consistently strong, positive relationships between music and learning in other subject areas.

A review of five recent meta-analyses (1995-2000) is included in this Compendium. The emergence of meta-analysis techniques has been particularly helpful in establishing the background context for understanding the impact of music on various cognitive and social-emotional domains. Meta-analysis is a relatively new area of music research, yet it represents an accepted methodology for synthesizing a vast number of extant bodies of literature for the purpose of describing its characteristics and for providing a basis for informed generalization from these data. The use of new statistical procedures to compute effect sizes across similar variables from diverse studies in turn provides insight as to their combined significance, despite differences in research design and populations.

As the reader will discover, there is now a strong body of evidence based on meta-analyses of a broad range of studies, which establishes positive significant associations between music and:

- spatial-temporal reasoning (Hetland 2000a & b),
- achievement in math (Vaughn 2000),
- achievement in reading (Butzlaff 2000), and
- the reinforcement of social-emotional or behavioral objectives (Standley 1996).

"Research papers reviewed in this Compendium support a more interactive model of learning in and through music."

While the authors of these meta-analyses caution against overreaching claims of causal relationships between music and academic

achievement in language or math, the extensive presence of strong associations between music and other subject areas overwhelmingly is consistent with evidence for positive extra-musical effects of music instruction. Although several studies suggest that explicit attention to teaching for transfer produces stronger results than older studies conducted without this concern, further practitioner research is needed to specify how these links can be best and most consistently achieved through professional development programs for classroom and music teachers in schools.

Theme 2: Generative neurological and cognitive frameworks for learning transfer have emerged from research on music and learning.

> "Music is the effort we make to explain to ourselves how our brains work. We listen to Bach transfixed because this is listening to the human mind."
>
> *Lewis Thomas, U.S. physician, educator, 1979.*

Education research based on neurological and cognitive aspects of music enables educators today to look more precisely, and therefore more responsibly, at the contributions music can make toward teaching and learning across various areas of our public school curriculum. Interest in music listening studies that enhance performance in other forms of cognition (commonly known as the "Mozart effect"), for example, reflects an unprecedented willingness of educators, researchers, and the general public to consider new conceptions of, and inter-relationships among, musical skills, the mind, and the brain.

A meta-analysis of the research on the effect of music listening on spatial-temporal reasoning (Hetland 2000a) provides a neurological—rather than a cultural—orientation for determining music's place in education. The notion that certain forms of music listening appear to prepare the brain for better performance on tasks that require "the ability to transform mental images in the absence of a physical model" is significant, not because it provides another rationale for music appreciation, but because findings from these studies contradict two prevailing views of learning: (1) *brain modularity* (the assumption that cognitive capacities are located in discrete areas of the brain as "separate intelligences") and, its corollary, (2) that it is difficult or counterproductive to promote *learning transfer* across disciplines (as evidenced by the conventional separation between learning music and spatial reasoning math tasks in schools).

The finding that passive listening to music neurologically "primes" spatial-temporal thinking suggests that cognitive processes normally associated with music share neural networks with other kinds of mental activity. Thus we can conclude that "musical and spatial processing centers in the brain are proximal or overlapping and hence linked, rather than being entirely distinct as was predicted by modular theories of the mind" (Hetland 2000a).

While the "Mozart effect" meta-analyses support a model for learning transfer independent of a music education, results from follow-up studies show that authentic and comprehensive musical training—learning to make music and read music in particular—appears to increase further the association between music and various aspects of mathematical reasoning (Hetland 2000b, Rauscher, et al. 1997, Rauscher & Zupan 2000, Vaughn 2000). Meta-analyses reviewed here suggest not only that the effect of musical training in conjunction with mathematical study may benefit greatly from explicit attention to teaching toward this particular aspect of learning transfer (Vaughn 2000), but also that associations between learning music and understanding math are strongest when authentic music instruction is integrated with mathematical instruction based on spatial-temporal or proportional aspects of learning math (Graziano, et al. 1999, summarized in this volume). Results from this study imply that optimal conditions for enhancing learning transfer may depend on new forms of curriculum in both math and music; that is, the design of curricular units that employ fundamental concepts shared by two disciplines (e.g., proportional or spatial-temporal thinking included in math and music instruction) may be essential for replicating the success of interdisciplinary learning in public school settings.

"Meta-analyses indicate that there is a strong and reliable association between the study of music and performance on standardized reading and verbal tests...."

Likewise, the relationship between music and language follows a similar pattern in this research. Meta-analyses indicate that there is "a strong and reliable association between the study of music and performance on standardized reading and verbal tests" (Butzlaff 2000), and that success in second-language skill development occurred with the use of music-integrated instruction infused with underlying mental processes drawn from linguistics, musical perception, and speech therapy (Lowe 1995). In this research, the use of songs in second-language instruction directly enhances pronunciation, grammatical structure, vocabulary, and idiomatic expressions as well as encouraging wide variety in speed of delivery, significant phrasing, and linking of ideas.

Less robust effects resulted from studies that employed music lessons or listening sessions not linked with language instruction. This research revealed that relatively superficial aspects of integration, such as the association of lyrics with academic topics or the presence of specific vocabulary in songs, are more likely to affect attitudes *about*

reading or writing tasks than to produce positive indications of reading achievement (Andrews 1997, Hallam 1999).

Research on learning transfer between music and other areas of cognition is relevant to educators interested in the contribution of interdisciplinary learning. New levels of meaning become possible in the music-integrated curriculum when competing representations of fundamental concepts, as Dewey might have said, "are grasped in their relations to one another—a result that is attained only when acquisition is accompanied by constant reflection upon the meaning of what is studied."

Theme 3: There is an underlying tension between the "one-way cause and effect" and "two-way interaction" models of research on music and learning.

> Vincenzio [Galileo's father] taught Galileo to sing, and to play the organ and other instruments. . . . In the course of this instruction he introduced the boy to the Pythagorean rule of musical ratios, which required strict obedience in tuning and composition to numerical properties of notes in a scale . . . when Vincenzio filled a room with weighted strings of varying lengths, diameters, and tensions to test certain harmonic ideas, Galileo joined him as his assistant. It seems safe to say that Galileo, who gets credit for being the father of experimental physics, may have learned the rudiments and the value of experimentation from his own father's efforts.
>
> *Galileo's Daughter, Dava Sobel, 2001.*

One-way causal relationships in learning are difficult to determine. The quotation above suggests Galileo received a significant part of his education in an interdisciplinary learning environment richly supported by concepts and learning processes shared among math, physics, and music. However, in this case, it seems no less true to assert that Galileo's instrumental lessons enhanced his understanding of math or physics than to assume that Galileo's interest in his father's scientific experiments improved his musical skill. As is often the case with interdisciplinary learning, conclusions concerning the determination and direction of cause and effect remain problematic.

In addition to the tension between the "essentialist" and "instrumental" points of view mentioned earlier, there exists another tension among researchers who report the undeniable presence of positive associations between learning in music and other disciplines, yet who disagree on the interpretation of these data. The tension arises principally between (a) those who accept strong associations between musical training and academic achievement as evidence sufficient for advancing the conclusion that music enhances learning in other subject areas and (b) those who insist that conclusions about the effect of music on learning in other subjects be drawn only to experimental studies that adhere strictly to standards of "one-way, cause-and-effect" models of analysis. However, in consideration of the research reviewed here, it may be useful to adopt a middle-ground approach: to analyze data from the point of view of "two-way interaction" models of learning across disciplines.

Given the complexity of public school learning environments, many teachers, administrators, and researchers feel it may not be productive to prove that any one form of intervention *causes* learning in another subject. The "two-way interactionist" position is that improvement in learning in either of two disciplines—taught separately or together—suggests that one discipline catalyzes, reinforces, and deepens learning in the other. Thus, academic performance is just as likely to benefit from strong instruction in music, as music is likely to benefit from strong instruction in the academics. Hence it is no longer necessary to position the canons of "one-way proof of causality" against the conclusion that significant, positive correlations between high-quality musical training and math/language achievement reported in every meta-analysis included in this Compendium constitute evidence sufficient to support the integration of music into the core curriculum in public education.

"The 'two-way interactionist' position is that improvement in learning in either of two disciplines—taught separately or together—suggests that one discipline catalyzes, reinforces, and deepens learning in the other."

Theme 4: The use of music as a tool for social-emotional development and behavior modification in schools.

Studies on the effects of music as reinforcement for education and behavioral objectives investigate the use of music listening and music making in academic classrooms. In addition to isolated studies that simply document the effect of different kinds of background music for students responding to writing assignments (Kariuki & Honeycutt 1998, Hallam 1999), a meta-analysis of a wide range of studies suggests that the use of "contingent music" strategies can provide overwhelming positive reinforcement value for behavior in classrooms, on school buses, and in math and reading achievement tests (Standley 1996). Reports from studies that use contingency-based music programs provide strategies for optimizing classroom management and student motivation while showing no negative effects—and several striking indications of positive effects—on students' academic perfor-

mance and motivation. Perhaps most important to classroom teachers, research demonstrates that contingency plans for music listening and music making can be adapted creatively to any classroom and that they are applicable across a wide variety of musical, academic, and behavioral objectives.

Studies of emotionally disturbed children provide in-depth views of employing music performance and music listening strategies to improve self-efficacy (concept of self-capacity) in at-risk youth (Kennedy 1998, Kariuki & Honeycutt 1998). Improvements in self-efficacy through music rely on critical thinking and not on optimal therapeutic conditions alone. Descriptive data from this research show how musical performance enables patients to acquire social competencies while coping more effectively with this environment. The performance tasks and supporting cognitive strategies outlined in this research should be studied carefully by music educators—not only because they are sequenced skillfully but also because they show how self-efficacy of any music student would be improved by cognitive strategies that limit negative self-evaluative judgment and provide stimulus for creative work in other disciplines (Kariuki & Honeycutt 1998).

Conclusions and Implications

> "If the arts help define our path to the future, they need to become curriculum partners with other subject disciplines in ways that will allow them to contribute their own distinctive richness and complexity to the learning process as a whole."
>
> *Burton, J., Horowitz, R., and Abeles, H. "Learning In and Through the Arts: Curriculum Implications," in Champions of Change, 1999.*

The uncertainty of music's place in education is not due to a lack of research that supports the value of learning in and through music. Research now offers a theoretical basis for, and growing evidence of, the significant effects of learning shared between music and other measures of academic achievement. As a result, music and classroom educators now can embrace learning transfer as a desirable product of interactions between learning in music and academic subjects. From this perspective, fundamental concepts indigenous both to music and math classrooms can become the cornerstone of the music-infused interdisciplinary curriculum. Although music always will exist for its own sake, its unique literature, its particular social and career paths, and as a source of human enjoyment and emotional release—now, bolstered by its value for interdisciplinary learning supported in this research, music can achieve a core status in public education imagined long ago by the ancient Greeks.

Future directions for research in the field of music in education distilled from this Compendium are as follows:

- **Consider levels of musical understanding and skill in cross-disciplinary studies.** Virtually all research to date concentrates on the effects of music on other areas of learning and uses *exposure* to musical instruction or listening as an agent to effect change. The validity and practical significance of future research will depend on developing ways to include musical ability factors into research methods so that music educators can assess whether the degree of musical skill makes any critical difference in the level of mathematical or language arts achievement.
- **Develop and validate two-way measures of cross-disciplinary learning effects.** New statistical methods need to be developed and refined to test the statistical significance of two-way interactive models of interdisciplinary learning that do not take place in a one-way causal, linear fashion.
- **Determine and examine optimal conditions for cross-disciplinary effects of learning in and through music.** Research will benefit from more attention to what constitutes optimal conditions for interdisciplinary instruction, learning, and assessment. Controlling for the quality and comprehensiveness of music teaching and the evaluation of student learning will account for the theoretical as well as practical validity of research in the years to come.

"Research now offers a theoretical basis for, and growing evidence of, the significant effects of learning shared between music and other measures of academic achievement."

- **Research in music and education should not exist in isolation from studying music's effect on social-emotional development, behavioral modification, or reinforcement of therapeutic objectives.** The inclusion of music as a tool for solving social-emotional and behavioral issues that exist at all levels of public education should be addressed by future research. Teachers will not be able fully to understand music's impact on education without knowing how learning in and through music serves as a window onto the interactions among social-emotional issues, behavior modification, and the ability to learn.

References

The research reviewed here is organized into four primary points of focus:

I. Music and Language Skills

Butzlaff, R., "Can Music Be Used to Teach Reading?" (*meta-analysis*)

Andrews, L., "Effects of an Integrated Reading and Music Instructional Approach on Fifth-Grade Students' Reading Achievement, Reading Attitude, Music Achievement, and Music Attitude."

Hallam, S.,"The Effects of Background Music on Studying."

Lowe, A., "The Effect of the Incorporation of Music Learning into the Second-Language Classroom on the Mutual Reinforcement of Music and Language."

II. Music, Math, and Spatial Reasoning

Graziano, A., Peterson, M., & Shaw, G., "Enhanced Learning of Proportional Math through Music Training and Spatial-Temporal Training."

Hetland, L., "Listening to Music Enhances Spatial-Temporal Reasoning: Evidence for the 'Mozart Effect.'"(*meta-analysis*)

Hetland, L., "Learning to Make Music Enhances Spatial Reasoning." (*meta-analysis*)

Rauscher, F., Shaw G., Levine, L., Wright, Dennis, W., & Newcomb, R., "Music Training Causes Long-term Enhancement of Preschool Children's Spatial-Temporal Reasoning."

Rauscher. F. & Zupan, M., "Classroom Keyboard Instruction Improves Kindergarten Children's Spatial-Temporal Performance: A Field Experiment."

Vaughn, K., "Music and Mathematics: Modest Support for the Oft-Claimed Relationship." (*meta-analysis*)

III. Music and General Cognitive Development

Bilharz, T., Bruhn, R., & Olson, J., "The Effect of Early Music Training on Child Cognitive Development."

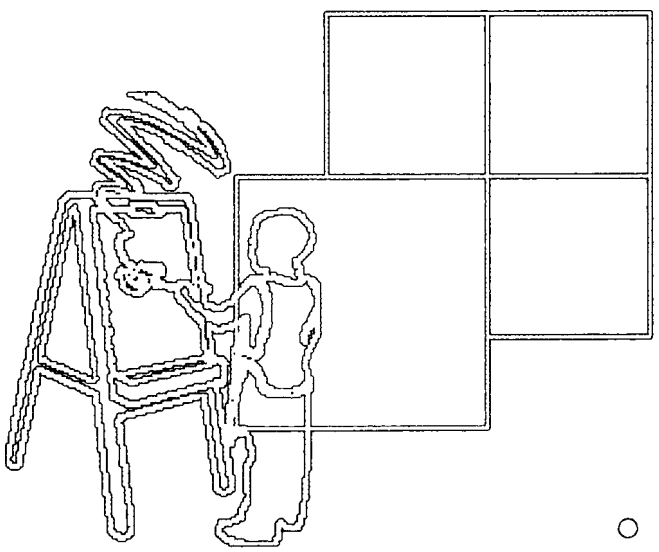
Costa-Giomi, E., "The Effects of Three Years of Piano Instruction on Children's Cognitive Development."

IV. Music, Therapeutic, Social/Emotional, and Behavioral Objectives

Kariuki, P. & Honeycutt, C., "An Investigation of the Effects of Music on Two Emotionally Disturbed Students' Writing Motivations and Writing Skills."

Kennedy, J., "The Effects of Musical Performance, Rational Emotive Therapy and Vicarious Experience on the Self-Efficacy and Self-Esteem of Juvenile Delinquents and Disadvantaged Children."

Standley, J., "A Meta-Analysis of the Effects of Music as Reinforcement for Educational/Therapy Objectives."(*meta-analysis*)



visual arts

STUDY NAME: **Instruction in Visual Art: Can It Help Children Learn to Read?**
AUTHORS: Kristin Burger and Ellen Winner
PUBLISHED: Journal of Aesthetic Education, Fall 2000, 34, (3-4): 277-293

Research Questions

Can reading skills be enhanced by instruction in visual arts?

Meta-analysis 1 studied the cognitive-transfer-of-skill hypothesis: Can art instruction by itself improve reading?

Meta-analysis 2 studied the motivational-entry-point hypothesis: Is teaching reading through art more effective than teaching reading alone?

METHODS

The authors conducted two meta-analyses of studies that test the hypothesis that instruction in the visual arts improves reading. They reviewed over 4,000 individual recorded studies and 41 journals, and sent out invitations to over 200 arts education researchers to submit unpublished research. From this vast amount of work, they selected 10 studies that met their standard of being empirical studies with control groups and that tested the basic hypothesis that some form of visual arts instruction improves some aspect of reading ability. They calculated 13 effect sizes from these 10 studies. Two of the studies required separate effect size calculations because of the nature of the participant groups. Each of these groups was considered as a separate meta-analysis. Meta-analysis 1 focused on nine studies examining cognitive relationships between arts instruction and reading achievement, and meta-analysis 2 included four studies of motivational connections. Eight of the nine studies focused on elementary school subjects from first to fifth grades, and one assessed pre-elementary-aged subjects. Seven studies included average SES students and two assessed low-SES students. Duration ranged from 10 days to one full academic year. Meta-analysis 2 examined four studies comparing art–reading integrated studies with reading instruction alone. Two were reading readiness, and two were reading achievement studies. Three were first- to fifth-grade populations, and one was pre-elementary. Duration ranged widely, as it did for the meta-analysis 1 group, from 27 days to one full academic year.

The study description section indicates that the studies were quite different in nature—duration, population, SES, instructional intensity age level, outcome measure, and grade level. A statistical review of effect sizes in meta-analysis 1 also indicated significant heterogeneity. The fact that both reading readiness and reading achievement measures were used led the authors to separate these two groups for separate analysis.

The studies were coded by two independent judges who disagreed on only one coding. This disagreement was resolved by rechecking the original document.—*T.B.*

RESULTS

Effect size calculations for the nine studies in meta-analysis 1 do not support the hypothesis that there is a relationship between arts instruction and reading improvement except in the area of reading readiness. The effect sizes ranged from $r = -.3$ to $r = .54$ and the confidence interval spanned zero. For the reading readiness group, however, with an average positive effect size of $r = .25$, the confidence interval ranged from $r = .04$ to $r = .48$ and does not span zero, allowing a conclusion that there is a "small" relationship between visual arts instruction and reading readiness scores. The authors attribute some of this to the fact that reading readiness measures depend to a larger extent than reading achievement measures on visual or figural items rather than linguistic. In their continued study of heterogeneity, the authors were not able to account for all the factors related to reading readiness and concluded that this was an indication of the fact that their sample did not come from a single population of like studies.

Meta-analysis 2's effect sizes were homogeneous, indicating that the studies were similar. The mean effect size was $r = .21$ and the confidence interval range, $r = .03$ to $r = .45$, does not span zero and suggests that the effect sizes would likely be the same in another sample of like studies. The authors conclude that this meta-analysis "revealed a positive, moderately sized relationship between reading improvement and an integrated arts-reading form of instruction. The authors conclude, "...on the basis of the small number of studies found, there is only marginal support for [their] hypothesis."—*T.B.*

CONTRIBUTIONS TO THE FIELD

The report on these meta-analyses identifies several problems with the research studies they examined ranging from teacher effect issues to control group issues. The identification of research methodology problems in arts education research is a positive contribution to the entire field, but is especially useful for researchers.

The distinction that the authors make between cognitive elements and motivational elements as potential variables in arts education research is also useful for researchers and instructors to consider.

The identification of important design variables is also important for future researchers to consider. Some important variables are missing from this study, and their addition would make its contribution more significant—instructional content elements, especially skills in both the visual arts and reading and motivational or engaging qualities in the visual arts.—*T.B.*

COMMENTARY

One of the major complaints about meta-analysis as a research technique has to do with the difficulty of finding similar or comparable studies to include. This is particularly vexing to arts personnel who build programs on unique, individualistic, or non-standard arts characteristics and who find it difficult to consider standardization or generalizations about their work. Meta-analysis as a method sometimes exacerbates this response, especially if it groups unlike studies together, because it requires a degree of comparability that unique and individualistic programs do not have, and because it is aimed at greater distribution of results than such programs can support. The authors admit that such is the case here, particularly in their discussion of reading readiness studies in meta-analysis 1. The descriptions of the study design included in the meta-analysis provide ample documentation of the extremes of project characteristics. The authors' appropriate identification of study design weaknesses, such as the teacher effect problem when the authors of seven of the reports, who were aware of the hypotheses being tested, taught the classes, or the failure to provide control groups with alternative treatments, further documents a range of variables in these studies. There is good reason to question the selection of such varied studies for a meta-analysis in the first place. If these are the only studies to merit such attention, it may be best to consider individual study review processes rather than meta-analysis.

The coding categories used in meta-analysis 1 describe the instructional context—length, intensity, SES, integrated vs. separate—but do not present content information, with the exception of identifying "vocabulary" as one topic in reading instruction. The authors report that "these studies did not allow us to determine which skills, if any, might transfer" between visual arts and reading, but they do not say why this was the case. They do say that the type of comparison they conducted in meta-analysis 1 did allow them "...to determine whether extra instruction in the visual arts, taught separately from reading, teaches skills that transfer to reading ability." It's hard to imagine how they could do this when they were not able to identify which skills might transfer.

In spite of their indication that the data in meta-analysis 2 suggest that like studies would have similar results, they also conclude that the results "...cannot be generalized reliably to future studies" (presumably even those that are like studies). They conclude, "It is likely that when reading instruction is integrated with arts instruction, children become more motivated to read," but their discussion does not provide detail about the "motivation" factor that it purports to discuss. If reading is taught "in an engaging way, through art projects," as the authors state, then they should provide details of what constitutes engaging instruction and what aspects of the arts projects are engaging. They should then identify the measures that link this engagement to reading instruction.

The report on meta-analysis 2 also does not distinguish between those studies that used reading readiness measures and those that used reading achievement measures,

"...the medical/agricultural model upon which these standards for meta-analysis are derived is not necessarily the best one from which to understand the complex endeavor of education or more specifically visual art education."

as the discussion of the first meta-analysis does. The authors point to the fact that reading readiness measures feature figural elements and are perhaps more appropriate for programs that use visual instruction than more linguistic reading achievement measures. This suggests that the issue of selecting or creating appropriate measures when looking at arts-related projects is something that both program designers and researchers should consider. Standardized linguistic-based tests should not be expected to give adequate information about such programs and their effectiveness. It is probably true that more linguistics-based art forms such as drama and narrative writing should also be measured by instruments that use the characteristics of the art forms such as plot, character development, and setting rather than linguistic characteristics such as rhetoric, grammar, and vocabulary.—*T.B.*

CONTRIBUTIONS TO THE FIELD

The value of this work is its careful and comprehensive review of the entire research field (including published and unpublished work), uncovering 4,133 studies that investigated the effects of visual art on reading.

The research used a widely accepted technique, meta-analysis, allowing the authors to assess the aggregate contribution of multiple studies that employed a range of student reading achievement tests, as well as varied statistical techniques.

The most important contribution, beyond the fact that this is the first systematic review across all the research on this topic, is simply that only a small number of studies met the researchers' standards for acceptable scientific rigor. The clear message is that the field needs more research.

Another important contribution of the research is the finding that art-based reading instruction promotes better reading, largely through the added motivation that art offers for learning. On the other hand, the more indirect connection between the transfer of doing art and increased reading achievement is much harder to document.—*B.W.*

COMMENTARY

The researchers found only nine studies meeting their strict standards of acceptable research that investigated the relationship between visual art instruction (compared to regular reading instruction) and reading skills and four studies that assessed art-reading integrated instruction with regular reading instruction. The former group of nine studies included a total sample of only 495 students while the lat-

ter group of four studies involved only 277 students. So, in almost 50 years of research, only 772 students have been exposed to carefully designed experimental treatments on the learning effects of reading or art-reading integrated instruction. One obvious response is to decry the lack of controlled research in this field.

The more appropriate point is, perhaps, that the medical/agricultural model upon which these standards for meta-analysis are derived is not necessarily the best one from which to understand the complex endeavor of education or more specifically visual art education. The varied contexts in which instruction is delivered, even from classroom to classroom in the same building, make it difficult to meaningfully transfer successes in controlled experimental settings to messy classrooms.

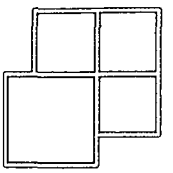
While it is important to understand the value that visual art can add to students' cognitive skills, it is just as important (if not more so) to know the how and why visual art contributes to learning, as well as the organizational and instructional conditions that allow arts learning to help students become more successful students. Thus, the 4,133 studies should also be mined to learn what the many qualitative studies can add to these important questions.—*B.W.*

STUDY NAME: **The Arts, Language, and Knowing: An Experimental Study of the Potential of the Visual Arts for Assessing Academic Learning by Language Minority Students**
AUTHOR: Karen G. DeJarnette
PUBLISHED: Unpublished Doctoral Dissertation, University of California, Los Angeles, 1997

Research Questions

Can sixth-grade students' understanding of history be assessed through a combination of writing and drawing, and does this kind of assessment reveal more history knowledge than assessments that ask only for writing?

Does the opportunity to show understanding through drawing along with writing particularly help students with limited English skills?



METHODS

Ninety-eight sixth-graders from four world history classes taught by two teachers were randomly assigned to one of two groups. Both groups studied Mesopotamia and ancient Egypt for four weeks each. After each unit, student learning was assessed either by writing alone or a combination of writing and drawing. Thus, each student received both assessments, one for each unit; and half received the writing/drawing assessment for Mesopotamia, and half received this for Egypt. In both assessments students were asked to describe (through words, or words and drawings) important aspects of the region and note the most important people, events, and artifacts and explain why they were important. Responses were scored by the researcher in terms of content knowledge (on a four-point scale) and in terms of interdisciplinary knowledge (on a two-point scale). A second researcher scored a third of the responses, and after disagreements were discussed, 100 percent agreement was reached.—*E.W.*

RESULTS

Students used three types of responses in the writing/drawing assessment. Some students wrote their response and then illustrated it; some first drew and then added words; and some only drew. Drawings included maps and charts as well as illustrations of people, places, events, or objects to convey historical facts. Students achieved higher scores for content knowledge when they both wrote and drew (mean score = 1.99) than when they only wrote (mean score = 1.38). Students also achieved higher interdisciplinary scores (showing that they brought in more information from other subjects, such as geography or religion) when they both wrote and drew, compared to when they only wrote (0.66 vs. 0.22).

Limited-English-ability students (n = 20) also scored higher on the writing/drawing assessment (mean score = 1.58) than on the writing alone assessment (mean score = 1.03).

Two limitations should be noted. No statistical tests were reported to determine whether the differences in scores between conditions were significant. And the person who scored all of the data was the researcher, who knew the hypothesis of the study. In future research the scorers should be blind.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study suggests that students reveal more history knowledge when their knowledge is assessed through a combination of writing plus drawing than when it is assessed through writing alone. This finding held not only for students with limited English skills but for typical students as well. This study shows us that drawing may be one way to reveal what students know but cannot put into words.—*E.W.*

COMMENTARY

This study asks the interesting question of whether the visual arts can complement writing as an assessment tool to reveal what students have learned about another subject, in this case, history.

In future studies, a scorer other than the researcher should be considered, that is, an individual blind to the hypothesis to avoid unconscious bias.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study argues that allowing students to represent what they have learned visually, in conjunction with a written assignment, can better reveal what they know about a topic than if they simply use words. Thus, the study adds to the growing body of research on claims that alternative assessment influences the quality of student performance and that a mismatch between a student's habitual way of learning and an assessment can give misleading information about the student's level of academic attainment.—*D.C.*

COMMENTARY

Apart from asserting the educational value of having students express what they have learned through writing and drawing, the study claims that there are reliable and valid ways of assessing students' visual representations of content knowledge. The researcher refers to, but does not fully describe, a calibrating process by which she and another rater were able to achieve 100 percent agreement on a sample of the students' work. Because one of the primary obstacles to widespread use of alternative assessments is educators' discomfort with assigning some sort of measurable value to student artwork, studies like this one should provide much more detail about the rating process.—*D.C.*

STUDY NAME: **Investigating the Educational Impact and Potential of the Museum of Modern Art's Visual Thinking Curriculum: Final Report**
AUTHORS: Shari Tishman, Dorothy MacGillivray, and Patricia Palmer
PUBLISHED: *Unpublished Report, Museum of Modern Art, New York, NY, 1999*

Research Question

When children aged 9 to 10 are trained to look closely at works of art and reason about what they see, can they transfer these same skills to a science activity?

METHODS

A Visual Thinking Curriculum (VTC) was used in which 162 9- and 10-year-olds were trained to look closely at works of art and talk about what they saw in the works. Over the course of a year, these students participated in an average of seven to eight VTC lessons of about 40 minutes each. All of the classes visited the Museum of Modern Art in New York City at least twice.

Prior to participating in this curriculum, students were given an art activity designed to assess how well they could look at and talk about a work of art. They were shown one of two works of art ("Wall with Inscriptions" by Jean Dubuffet and "Liberation" by Ben Shahn) and were asked to write responses to the following two questions: "What's going on in this picture?" and "What do you see that makes you say that?"

After one year of participation in the VTC, children were shown the other picture and were asked the same two questions. Immediately following the response to the art image, students were given a non-art image from the domain of science and asked the same two questions. They were shown a picture of a fossil record of two intersecting sets of animal footprints. The picture was labeled, "Footprints from the Past."

The same Art Activity and Footprints Activity were administered to a control group of 204 students of comparable ages, grades, and socio-economic circumstances as the experimental group.

Responses to the footprint image were scored in terms of amount of reasoning about evidence used. Children who had not experienced the Visual Thinking Curriculum served as a control group. The goal of the study was to determine whether the skills learned in looking at and reasoning about art would transfer to the quite similar task of looking at and reasoning about a non-art image from the discipline of science.—*E.W.*

RESULTS

On the art assessment, children in the control group performed equivalently to children in the VTC at the pre-test, providing evidence that the two groups were commensurate. After a year of the VTC, children achieved higher scores on evidential reasoning in the footprints task than did the control group. They were also less likely to use circular reasoning, and were more aware of the fact that their interpretations were subjective. Thus, the students in the VTC appeared to have looking and reasoning skills acquired from looking at works of art that they then deployed when given a scientific image.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study demonstrates that the skills learned in looking at and reasoning about a work of art transfer to the task of looking at and reasoning about a biological image. The biological image used here was a picture of a fossil record of two intersecting sets of animal footprints, labeled "Footprints from the Past."

Students trained to look and reason carefully about art showed higher reasoning ability when asked to make inferences about the meaning of the footprint image.—*E.W.*

COMMENTARY

This study presents clear evidence that skills learned through the arts can transfer to science. This is a case of near-transfer: the skills involved in the art domain are very similar to the skills tested in the science domain. In both cases, the critical skill is that of looking closely and reasoning about what is seen.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study lends weight to the argument that the arts "add value" to what and how students learn beyond specific subject matter attainment, by showing that students' ability to draw inferences about artwork transfers to reasoning about images in other subjects—in this case, science. Thus, engaging in art criticism is a worthy skill to develop, as a tool for developing art appreciation and thinking well in other disciplines.—*D.C.*

COMMENTARY

Although the study primarily addresses whether students can transfer reasoning about works of art to other visual

images, the study's methodology hinges directly on two additional issues that are critical to arts education: how educators can determine the level of student performance relative to the arts-related skills in question and what the actual instruction involved looked and sounded like. While the study's stated purpose is central to justifying the use of the arts in education, these latter two issues are integral to helping educators understand how they can implement the arts as essential features of the educational process. It is incumbent on arts education research to spell out carefully the details of how instructors and evaluators handle these matters so as to render arts instruction and integration less opaque.—*D.C.*

STUDY NAME: **Reading *Is* Seeing: Using Visual Response to Improve the Literary Reading of Reluctant Readers**
AUTHOR: Jeffrey D. Wilhelm
PUBLISHED: Journal of Reading Behavior, 1995, 27 (4): 467-503

Research Question

Can the visual arts be used to help reluctant learning-disabled readers begin to enjoy reading?

METHODS

Two seventh-grade boys who were learning disabled and who were "reluctant" readers were helped in a nine-week session to visualize stories through the visual arts. They were asked to create cutouts or find objects that would represent characters and ideas in the story they were reading, and then use these to dramatize the story. They were also asked to draw a picture of strong visual impressions formed while reading a story. And they were engaged in discussions of how the pictures in illustrated books work along with the words. Students were also asked to illustrate books, and to engage in "picture-mapping," in which they depicted visually the key details of nonfiction texts. The final activity was to create a collage that represented their response to a particular piece of literature.—*E.W.*

RESULTS

The two students became much more sophisticated readers through the course of the nine weeks of visualization training. They took a more active role in reading, and began to interpret text rather than just passively read it. The researcher suggests that visual art provides a concrete "metacognitive marking point" that allowed these readers to see what they understood. It is also possible that because these boys were particularly interested in visual art, the use of visual art in reading made them more motivated to read.—*E.W.*

CONTRIBUTIONS TO THE FIELD

This study is an ethnographic case study that uses ingenious methods involving the visual arts to engage reluctant readers in reading.—*E.W.*

COMMENTARY

This is a hypothesis-generating study. The next step would be to conduct a study with a larger group of students to determine how generalizable the findings are. It would be helpful to know whether this technique works only for students with interest and ability in visual art, or whether it would work for any reluctant reader.—*E.W.*

CONTRIBUTIONS TO THE FIELD

The study demonstrates the value of the arts as an intermediary in the educational process. The author used visual art to engage two students in reading who previously had been extremely reluctant to do so. The study, therefore, joins others that assert the motivational ability of integrating the arts into instruction in other disciplines.—*D.C.*

"This study is an ethnographic case study that uses ingenious methods involving the visual arts to engage reluctant readers in reading."

COMMENTARY

This study is the kind that can give meaning to research that simply establishes correlations between arts education practices and student achievement. Correlational research suggests promising instructional strategies and activities for educators to use; studies like this one promote understanding about what those actions concretely look and sound like and reveal the meanings those actions have for students. This kind of information is critical to stimulating fruitful educator reflection about how to apply arts education research to new settings.

The next step beyond this study should be to examine the context within which the methods used in this study took place, the kinds of barriers and facilitators schools would face in enacting them, and the kinds of training that the person who works with the students such as those in the case study needs in order to be effective. All three are central to integrating the arts into the everyday school curriculum.—*D.C.*

Essay:

Reflections on Visual Arts Education Studies



Terry L. Baker

The visual arts and music are the two arts that are most frequently found in the standard school curriculum, but theater, drama, and the literary arts are more frequently represented in school arts programs that are aimed at enhancing learning in other core curriculum areas. Recent research on transfer effects from music experiences to learning in other areas such as mathematics has drawn much attention, but it has not yet resulted in large-scale curriculum reform or interdisciplinary practice at the school level. The research literature on the visual arts in these programs is scant. Only four studies of the use of visual arts processes, procedures, skills, or instructional practices to enhance language development, literacy, reading, or science comprehension were selected following the rigorous guidelines established for this Compendium, guidelines that eliminated other related studies from consideration, usually for methodological reasons.

These four studies provide the basis for the following discussion. The discussion is not intended to be a critique or dismissal of these studies, but rather an exploration of a significant group of issues they raise that researchers and other professionals in the field need to consider. They open the way for us to reflect on what kinds of studies will best inform both practitioners in arts education and those who consider future research needs in the field of arts education. That such studies exist and that they are being collected for review by all concerned is an important positive marker on the developing path of arts education.

Key Questions for Researchers Investigating Relationships between Visual Arts Elements and Core Curriculum Learning

Drawing is the visual art most included in the studies summarized in the Compendium. Questions that arise when drawing is incorporated in teaching that is aimed at enhancing learning in core curriculum areas include:

- Domain questions such as, "Are we teaching art and the core subject?" "Are we teaching drawing, or are we teaching art?" "How do we distinguish between drawing, mark making, and art making?" "When does drawing become 'art' or 'artistic'?" "Are 'illustrations' art?" "What specific aspects of graphic marks are 'artistic'?" "Are the uses we make of art procedures shaped by or dependent upon their 'artistic' qualities?"
- Authority and validity questions, such as, "Who is to determine when and by what standards a child's scribbles rise to the level of art?" and,
- Teaching and instruction questions, such as, "Is 'teaching' the operative verb?" "If we are not teaching art *per se*, are we simply making 'instrumental' uses of art procedures in the service of other disciplines?" We might also ask what the results would be if we had a more complete teaching balance among the characteristics of all the disciplines being taught, including the arts.

Three of the studies are intended to illuminate instructional practices that promise to improve language or reading capacities, and one relates to teaching science, but none of them promises to improve arts instruction. They all reveal historically troubling aspects of arts in education programming, all related to the tenuous relationship between visual arts instruction and instruction in core curriculum subjects. There are:

- Situational or contextual definitions;
- Balance between instruction in the arts and instruction in the core curriculum subjects when they are taught together;
- Determining when arts instruction is complete and sufficient.

None of the studies describes instructing students in the making of, or understanding of, visual art, but they all describe student use of some element or elements, usually drawing, associated with the visual arts. While the elements described in these research reports may not rise to the level of "art," their association with art is justification for studying their properties and roles in learning situations, primarily because such study prepares the way for further research that can build on the results to isolate or identify "artistic" elements and processes.

Operationalizing Definitions for Specific Situations and Contexts

Defining terms for specific contexts is critical to understanding the elements under examination, especially definitions of what the authors mean by "art." Setting definitions is essential for both those involved in evaluation and assessment of arts learning and those who would use such studies. This is true regardless of the difficulties we have always had defining art and even if the only way we can define it is by describing what art is not—advertising, house painting, illustration. For educators who intend to inform others of the contributions of arts elements to learning in other domains, clear definitions are crucial. If there are to be answers to the questions introduced

"It is important to remember that research on the impact of 'arts' activities on learning in any capacity—disciplinary or interdisciplinary—requires an attempt to create a working definition of art."

above, they need to be traced back to the practical, context-relevant definitions used by the authors of the papers. In the absence of definitions, most who write about the arts proceed as if there were a common or shared understanding of what is being discussed. The phrase "visual arts" can mean any number of practices, objects, or processes, but it is used in three of the four selected studies as a simple descriptive statement or as a label for the practices of drawing or graphic illustration, without further definition. That most established writers about art and arts education opt for descriptions or illustrations of art rather than definitions is true. Gombrich presents four or five hundred examples of art instead of a definition. It is important to remember that research on the impact of "arts" activities on learning in any capacity—disciplinary or interdisciplinary—requires an attempt to create a working definition of art.

Though he presents his own definition of art, which he admits will disappoint some, Gehlbach (1990) allows that we may not need a single definition of art. Others would argue that there is no single definition of art. It may well be that, as Gombrich states, "There really is no such thing as art. There are only artists." It is more likely that what is meant by "art," like truth, as Pierce (1934) indicates, is "the opinion which is fated to be ultimately agreed upon by all who investigate." For researchers and educators who work in a narrower realm than philosophy, however, there needs to be pragmatic agreement about basic definitions. Gehlbach opts for a communication-based definition:

> Artistic communication...(a) has no specific time reference for appropriate decoding, (b) is displayed for decoding by unspecified individual people, (c) is regarded as different from objects or events as they naturally occur, and (d) is an object of leisure, not related to the survival or physical well-being of the decoder.

He states that, "One may argue that definitions should vary with the context in which they are to be used," and he describes how other forms of instruction such as reading use similarly relativistic approaches to account for different levels of reading fluency. However, he does insist on the need for operational definitions. His definition would be: "appropriate for the purposes of *public* education from a broad cultural perspective"; "*relatively objective*," lending itself to systematic design and experimentation; and "precise enough to discriminate art instruction from all other concerns of general public education."

The Contextual Requirements of Good Research on Good Arts in Education Instruction

Art, which is by most definitions highly situated and contextual, carries these characteristics into instructional settings. As a consequence of this contextual characteristic, operational definitions that limit the terms of related research and define the parameters of instruction are especially useful in arts in education studies. Thus, arts education works against the common flow of instruction, which has historically moved toward generalized distributions of effects across large populations. Lightfoot concludes, "...good teaching, like a good school, is situationally determined, embedded in a context, with a history and an evolution." Researchers who have studied art teaching, searching for those elements that distinguish good arts teaching from good teaching in general, specify that arts teachers focus on those elements of the context that derive from the highly situational personal characteristics of their students, their feelings, thoughts, and life situations outside the classroom. Good arts teachers, say Gray and MacGregor (1986) and Flinders (1989), build their teaching on an understanding and knowledge of their students and their lives to a greater extent than do teachers in other subject areas. There is ample room for additional research to determine whether these teaching characteristics extend to integrated, interdisciplinary, or related instruction that includes the arts.

The need for definition for research and to help educators use research is exacerbated when we extend our specific conceptions of arts instruction beyond the more common arts discipline-based approaches to include instruction for transfer to learning in other subject areas, interdisciplinary instruction, related arts instruction, or integrated instruction. The pertinent issue here is not so much whether the work children are doing in an integrated visual arts/history lesson can be labeled "art," but whether the essential characteristics of the art form are integrated into the instruction with integrity. Explanations of transfer from art experiences to learning in other subject areas, with their constant intertwining of causal effects, demand even more rigorous definitions of the arts elements deemed to be essential to the process of integration. Would the work have more noticeable impact on learning in other subjects if the artistic elements were fully realized? Does work that respects the integrity of the artistic elements have greater or less impact on student learning? The studies examined here make most use of drawing activities. The history of drawing in the public schools of North America has always been problematic for artists and arts educators. "Drawing was introduced into Canadian public schools...linked...with penmanship, utility and mechanical and industrial progress...nothing about creativity.... Drawing was a means of social control and cultural hegemony." If student work using arts elements is thought of as simply illustration, a mechanical

act, a utilitarian task without specific artistic or aesthetic dimensions or intentions, is it fair to describe the instruction as "arts-based" or "arts-infused"? If the drawing part of the instruction does not rise to the level of art, is the work an example of "instrumental" uses of the art?

All four reports included in this sample are concentrated on instruction and learning in non-arts content, rather than on instruction in visual art or arts skills. The Tishman report treated here is part of a larger report that probably includes a discussion of arts activities, but the section provided for the Compendium describes "non-art activity" aimed at transfer from a Visual Thinking Curriculum to science. The report talks about "near transfer" to scientific "visual images with a narrative content" and "a surface similarity" to arts images examined by students in class.

The Wilhelm study of two special education students in his regularly scheduled classes who were encouraged to use visual forms of expression rather than verbal to convey their understanding of reading assignments, among those considered here, makes the most of relating instruction using visual elements to the characteristics of individual students. But Wilhelm was primarily concerned with teaching reading. He did not teach the two research subjects to draw or expand their arts knowledge or skills. Though other students in the classes that Wilhem taught who had better language skills were intrigued by the visual work of the two subjects of the study, they did not adopt the techniques for their own work, nor were they encouraged to through instructional activities designed by the instructor.

The DeJarnette study offers definitions of the visual arts as "teaching" and "assessment" tools, but her definitions do not meet Gehlbach's criteria for operationalizing the term "art." Tishman, et al. talk about "visual art," "visual images," and "art activity," but the students in their study indicate that, in their own judgment, the visual material used in their science studies does not qualify as "artistic." For Gehlbach, the absence or inadequacy of definition here would raise critical questions about the connections between visual arts elements and the learning of science that are not answered in the research.

> "Good arts teachers...build their teaching on an understanding and knowledge of their students and their lives to a greater extent than do teachers in other subject areas."

The examples of student work selected for three of the studies examined here are described as drawings and the authors state that "visual arts" elements are used in their lessons, but no one defines the work as art or makes claims for it as art. In the visual thinking skills study, the students themselves state that the visual material that they are applying their thinking skills to is not "art," and the researchers make no contrary claim. For this reader, the absence of such operational definitions leads me to question the fairness of any attribution of language or science knowledge or skills development to the contribution of arts procedures. A related issue is that of whether the procedures selected are uniquely "arts procedures or processes." Making a mark on a piece of paper with a #2 pencil may result in a line or smudge and may be "graphic" in nature, but calling such work "art" or even "artistic" is a stretch. Even producing a representational drawing of an object or artifact, while visual and graphic, may fall far short of being art. The fact that a procedure may be used to make art does not make it an art procedure. Illustration is a very legitimate aim and process, but it is not necessarily art.

Several recent studies [Gray and MacGregor (1986) and Flinders (1989)], including Wilhelm's report among the four studies represented here, have extended the degree to which situational or contextual factors are considered in evaluating or researching school arts education activities. The Education Development Center's studies of the Empire State Partnership Project and the New York Arts Annenberg Project [Baker and Bevan (2000)] have combed contextual variables from among the practices of 130 separate school/cultural agency partnerships, and the researchers there are working to link those variables to instructional practices and student impact. The Burton, Horowitz, and Abeles (2000) *Champions of Change* report incorporated situational data and analysis in an important study that established the importance of considering social "constellations" in determining arts program impact. A whole spate of recent Canadian studies from Ontario, British Columbia, and Calgary are adding detail to the still crudely charted path of arts in education research. Future research will need to extend the mapping of links between discipline characteristics and aesthetic, social, emotional, and cognitive aspects of school contexts beyond what we see in the studies collected for the Compendium.

Balance

The issue of balance is one that affects curriculum content selection, allocations of time and space, and staffing decisions in schools. As an issue of learning and instruction, the balance between discipline-based content, skills taught, and impact on cognition or development is crucial but seldom discussed in the four visual arts studies reviewed here. This researcher's investigations of large-scale school change efforts based on related or integrated arts instruction has seldom found examples of balanced instruction, equal or nearly equal emphasis on the arts and the related discipline. More usually in schools, arts content is not taught as thoroughly as that of other disciplines, and the arts skills students need to produce artistic products are not taught at the same level as the core curriculum disciplines' skills. When new resources such as teaching artists, new arts curricula, or additional

specialist teachers are introduced, the balance may shift, but it often shifts away from the core curriculum emphases. A truly balanced instructional program is rare and difficult to maintain. The Wilhelm study illustrates an increasingly common set of balance issues in that the visual elements technique he uses is limited, for the most part, to two students who have identifiable learning disorders, and who benefit from the use of their visual capacities in ways they and the teacher had not anticipated. With increasing use of multiple intelligences modes of instruction, balance may be determined by individual student capabilities and balance may necessarily be an irrelevant concept.

The broader issue of curriculum or content balance is common in the arts education field as well as between arts and other subjects. A completely equitable distribution of time, emphasis, or content among different disciplines is neither possible nor desirable, but neither are completely inequitable distributions. One unfortunate consequence of a constant state of imbalance is resentment on the part of arts educators toward core discipline specialists and arts education advocates who are seen as "using" the arts. Even among the arts, there are issues related to balance in the curriculum. School-based arts education restricts most programs to the static visual arts such as painting and drawing or to music. The performing arts of dance and theater and media arts such as video are not usually included in equal degrees. The balance among the various art forms shifts the other way in arts education programs aimed at relating art to instruction in core curriculum disciplines. A recent statewide convening of over 300 teachers, teaching artists, and school and cultural organization administrators working on curriculum and evaluation for arts education programming that supports core curriculum subjects employed only one, part-time visual arts faculty member among a host of theater, dance, music, and media faculty. Visual arts teachers who attended complained about the absence of resources supporting them in their development of appropriate practices. Music teachers might have raised similar complaints, but none were heard. The instructional programs being designed at this seminar nearly all addressed verbal literacy issues in the schools, and those art forms that used language more prominently were chosen.

Completeness

The issue of developmental aspects of children's drawings has been long and widely discussed. Wilson and Wilson (1979, 1982, 1984), Hatch and Gardner (1993), and Gardner (1980) all view universalistic developmental views of children's graphic development as limited, arguing, instead, for a more complete interpretation that considers many other factors and variables. These researchers look instead at a complex set of interactions among factors, and their work suggests that other researchers should consider a more nearly complete set of elements in arts education. The problem for researchers and educators alike is that of determining just how much is necessary for a complete study. Genetics, culture, skills, emotional disposition, environmental factors, and social and cultural contexts all play roles in the child's development in art, and these factors may interact in entirely idiosyncratic ways from individual to individual. These views, with their inclusion of external context and increased focus on external, social experiences and behaviors, define learning experiences in terms of "events" that:

> ...have a quality as a whole. By quality is meant the total meaning of the event. The quality of the event is the resultant of the interaction of the experiencer and the world, that is, the interaction of the organism and the physical relations that provide support for the experiences.

The complex reality of such instructional situations, as we see in the studies selected for this discussion, can easily overtax the resources of researchers and research methodology, particularly experimental methodology. The California State University list of minimum proficiencies for arts teachers includes 14 generic competencies grouped as "understandings," "communication and thinking skills," and "values and attitudes," and 34 art competencies identified as "art production," "art history," "art criticism and aesthetics," and "relationships between area of art and connections with life and other disciplines." A question for researchers and audiences alike is "what constitutes the whole?" or at least "what can stand for the whole?" Sharp El Shayeb states that it would be difficult to study all the variables included in the CSU document.

When is instruction in a discipline complete enough? When is a study complete enough to justify faith in its findings? In the case of arts education, perhaps "completeness" needs to be defined at least partially by the accuracy or precision of the connections between arts elements taught and the characteristic elements accepted by the field rather than just by the number of connections made. The national standards for arts education include for the elementary and upper-elementary levels—the levels reported in three of the studies—comparison of relationships in visual, tactile, spatial, and temporal elements, purposes of arts such as communicating, persuading, recording, celebrating, embellishing, and designing. Students at this level are also expected to be able to evaluate their own artwork using established criteria and to compare the roles of art makers in different cultures and times and how their natural environments affected their art.

Would instruction in reading, for example, be considered complete if the students received no skills training? In visual arts instruction it is frequently the case that little skills training is provided before students are asked to begin producing artistic work. "Young children are normally asked...to draw and paint, for example, with no instruction whatsoever in drawing or painting [and they]...spend large amounts of time in activities (e.g., self-

expression) for which they lack the requisite prior understanding and skills." (Gehlbach 1990) In projects such as the ones examined in these reports, there was ample room for the children to demonstrate that they had the skills to make art as required and to indicate their understanding of potential effects. Both of these indicators would help evaluate the extent to which art is being taught and learned appropriately along with content and skills in the related disciplines. In the studies reported here, there is no evidence of art skills training.

Are there adequate taxonomies from which the authors of these studies might have chosen arts skills, content, aesthetic responses? Yes. Would their studies have presented a more complete picture of the relationships between arts practices and learning in language areas? Yes. Could the researchers meet the dictates of research methodology, especially those related to controlling the many additional variables in experimental research? Perhaps not. Are we better off for the studies done? Definitely, for they take the beginning steps that are necessary for putting elements associated with the arts into discussions about learning, cognition, instructional strategies, and curriculum content and design. Do we need more complete studies with context-specific definitions of the arts and related elements and control of these elements against the many variables at work in classrooms? Of course.

"Researchers...need to find ways of counting as appropriate evidence more of the qualitative experience of the arts."

The Path Ahead

Having an opportunity to consider issues related to better arts education programming and instruction, especially in visual arts education, against the backdrop of systematically gathered information has been rare in recent years. The arts in education and all their practitioners need the kind of deliberation these studies support and provide. These researchers have not found all or even most of the answers we need, but they have identified some new paths and helped move our understanding ahead. Researchers need to broaden their definitions of what counts as legitimate and valid investigations or research to include studies that build on and make use of the characteristic elements of the arts. They need to find ways of counting as appropriate evidence more of the qualitative experience of the arts. They need to plant more markers on the paths we explore, but these studies make important beginnings.

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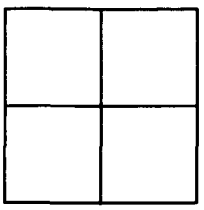


overview

Essay

The Arts and the Transfer of Learning

James S. Catterall

Introduction

The idea that learning in one setting has positive effects "beyond the conditions of initial learning"[1] has engaged cognitive psychologists for at least a century. This should be no surprise. What and how children learn occupy center stage in education research; the impacts on future learning and action deserve an equally prominent place. As one recent review has pointed out, our entire system of formal schooling is built on the assumption that what children learn early on impacts what they learn in later grades; and that what students learn during formal education affects behavior after they leave our schools and colleges.[2] Educators would be quick to agree that skills, attitudes, and work habits surrounding schoolwork rank high among instructional goals—and that for many students such capabilities and orientations accrue over time and by all indications settle in as enduring traits. Debates about the necessary definitions, measures, and designs for inquiry notwithstanding, we refer in these cases to transfer. Transfer denotes instances where learning in one context assists learning in a different context.

Despite the "goes-without-saying" quality of transfer, learning research over the years has failed to corroborate transfer far more often than it has managed to support its existence. The failures are interesting. Children may persist for years studying Latin or rote mathematics under assumptions that general mental discipline will result. Available studies say it does not. Or we might assume that problem-solving strategies learned in one circumstance would naturally carry forward to approaches to solving analogous problems. Things don't always work that way. We might even think that something so specific as learning to judge the area of a rectangle would show up in ability to judge the area of a circle. Not likely, say researchers. Transfer has acquired a tarnished reputation over the years in the realms of learning and developmental psychology—transfer is difficult to achieve, and it is not often found, at least through the methods by which it has been studied. Under the circumstances, it is not surprising that research on transfer lay fairly dormant in recent decades.[3] Why pound one's head against a wall in anticipation of non-publishable research findings?

Arts into the breach

"At the level of neuro-function, learning experiences unequivocally impact future learning experiences."

With transfer so assigned to an intellectual backwater, it is only natural that recent worldwide attention to the academic and social effects of learning in the arts has stirred up the academic and artistic communities. A significant chronological marker seems to have been an announcement by researchers at the University of California[4] that was translated by the national media and parents across the nation as "Mozart makes you smarter." Flocks of listeners became curious, active, or agitated in response to the idea. Some academics scurried to replicate and extend the music studies; others took up studies of myriad possible effects of learning in and through other art forms.

Amidst the excitement, skeptics raised their voices. One group was learning psychologists who had reason, according to the traditions of their discipline, to question anything smacking of transfer. Surely, they felt claims such as cognitive development through music, reading achievement through drama, problem-solving through the visual arts, or persistence through dance must be based on flawed research. Or if examined closely, such relationships must be trivial, or not instances of transfer at all, or simply evidence of something else. And the nation's arts educators and artists found themselves in a dilemma as interest in learning through the arts escalated. They feared that the talk of learning mathematics through music or producing increased standardized test scores through the visual arts would demean the higher place of art in society, further shielding the intrinsic worth of the arts from the public eye. At the same time, however, increased interest in the arts was serving to shift public and private resources toward arts education in a significant way. Some artists and arts educators heralded a revival of the arts, for whatever rationale; others felt their callings compromised.

1 John Bransford and Daniel Schwartz (2000). Rethinking Transfer: Chapter in Review of Research in Education, Volume 24. Washington, D.C.: American Educational Research Association.

2 ibid.

3 This brief overview is based directly on the Bransford & Schwartz characterization of past research on transfer.

4 Shaw et al., 1996

Transfer – a neurological basis

Widely accepted theories of cognition shed light on the transfer debate. At the level of neuro-function, learning experiences unequivocally impact future learning experiences.[5] The main questions are the nature and extent of impacts rather than whether or not effects exist. Experiences reorganize neural pathways, neural receptors, and functioning of specific brain regions such that subsequent experiences are received differently, at levels ranging from trivial or behaviorally undetectable to profound and exceedingly apparent. The experience of hearing a single musical note for the first time provides an illustration—say a well-attacked F sharp from the low register of a contrabassoon. This auditory experience impacts multiple and interacting regions of the brain—those engaged in feelings and attitudes (that sounded good but scared me), memory (I won't forget that), linguistic and rational responses (how did she do that?), autonomous reactions (increased heart rate), to name possible primary responses. When the same note is heard a second time, triggered neural impulses also travel paths among regions of the brain—those involved with cognition, memory, feeling, value, and autonomous response—but in patterns different from those traveled when the note was new. In its first pass, the brain sets up a filing system of sorts for the experience—the reaction on a second hearing may be one of recognition, pleasure or pain of familiarity, discernment, or perhaps rational discourse. Nonetheless, all from a brain restructured by experience.[6]

If a musical note can propel and reorient millions of neurons, the arts experiences described in this Compendium clearly impact the cognitive structures of the children and students involved. To begin, learning in the arts alone should be seen as evidence of cognitive restructuring—the increased expertise of a watercolorist or dancer manifests in neural reorganization. In turn, if altered neuro-function is a consequence of learning in the arts, it is reasonable to think that such neural-conditioning could enhance performance in related skills, either through improved related cognitive functioning or through positive affective developments such as achievement motivation.[7]

Thus we establish a neuro-function argument supporting learning through the arts—the cultivation of capabilities and understandings that occur as "byproducts" or "co-developments" of the changes in cognitive and affective structures brought about by experiences in the arts. More directly, the argument suggests that experiences in the arts create capabilities or motivations that show up in non-arts capabilities.

Transfer in the Compendium studies

This Compendium displays the results of a sizable effort to catalog and describe research on the effects of learning in the arts on academic and social skills. In order to explore the many relationships suggesting evidence of transfer in these studies, it may be useful to provide a detailed portrait of the many arts-related academic and social outcomes that in fact find support in research.

Figure 1 presents just such an inventory. A first reaction might be that a great many academic and social developments have been linked to the arts in accumulated research—65 core relationships by rough count and more if every nuanced outcome variable across all compendium studies were to be listed. Of the relationships shown

Figure 1. Compendium Summary: The Arts and Academic and Social Outcomes

Arts Learning:	Cognitive Capacities and Motivations to Learn:
Visual Arts	
Drawing	Content and organization of writing.
Visualization training	Sophisticated reading skills/interpretation of text.
Reasoning about art	Reasoning about scientific images.
Instruction in visual art	Reading readiness.
Music	
Early childhood music training	Cognitive development
Music listening	Spatial reasoning. Spatial temporal reasoning. Quality of writing. Prolixity of writing.
Piano/keyboard learning	Mathematics proficiency. Spatial reasoning.
Piano and voice	Long-term spatial temporal reasoning.

5 Bransford, J. et al. (Eds.) How People Learn, Expanded Edition. Washington D.C. National Academy Press, 2002

6 Damasio, A.R. Descartes' Error: Emotion, Reason, and the Brain. New York. Avon Books, 1995. (First published in 1994.)

7 Sylwester, R. A celebration of neurons: An educator's guide to the human brain. Alexandria, VA: ASCD

Music performance	Self-efficacy. Self-concept.
Instrument training	Reading. SAT verbal scores.
Music with language learning	English skills for ESL learners.

Classroom Drama

Dramatic enactment	Story comprehension (oral and written). Character identification. Character motivation. Increased peer interaction. Writing proficiency and prolixity. Conflict resolution skills. Concentrated thought. Understanding social relationships. Ability to understand complex issues and emotions. Engagement. Skill with subsequently read, unrelated texts. Problem-solving dispositions/strategies. General self-concept.

Dance

Traditional dance	Self-confidence. Persistence. Reading skills. Nonverbal reasoning. Expressive skills. Creativity in poetry. Social tolerance. Appreciation of individual/group social development.
Creative dance	General creative thinking – fluency General creative thinking – originality, elaboration, flexibility.

Multi-arts Programs

Integrated arts/academics	Reading, verbal and mathematics skills. Creative thinking. Achievement motivation. Cognitive engagement. Instructional practice in the school. Professional culture of the school. School climate. Community engagement and identity.
Intensive arts experience	Self-confidence. Risk-taking. Paying attention. Persevering. Empathy for others. Self-initiating. Task persistence. Ownership of learning. Collaboration skills. Leadership. Reduced dropout rates. Educational aspirations. Higher-order thinking skills.
Arts-rich school environment	Creativity. Engagement/attendance. Range of personal and social developments. Higher-order thinking skills.

"Gardner applauds two different types of transfer from the arts that should be considered foundational."

in Figure 1, some links prove to be stronger than others, some less. Some relationships appear in multiple studies, others in only one or two high-quality investigations. The main task here is not to parse this inventory according to comparative strengths of relationships—the essays corresponding to each arts form and the study summaries themselves can assist readers in these purposes. The message of Figure 1 seems first that research has identified a wide variety of academic and social developments to be valid results of learning in or engagement with the arts. Moreover, because the studies chosen for the Compendium met strict criteria for quality of design and their ability to make causal suggestions, Figure 1 suggests the "state of research" on the impact of the arts on academic and social development; the figure at least maps the territory in which effects have been reliably demonstrated.

The Compendium's studies organized and outlined in Figure 1 all show evidence of transfer in the sense that learning activities in the arts have various effects beyond the initial conditions of learning. Virtually all of our studies can be said to fit under such an umbrella; and the myriad ways they can be seen to fit are worth explication. Research on the arts and learning has far transcended the need to test whether or not the arts have impacts with potential manifestations beyond direct learning in the art forms. Of present interest is just what are such manifestations and what can be said of their importance or how they come about. Two somewhat overlapping organizing schemes are useful for considering transfer across the studies in this Compendium. One addresses how similar transferred learnings are to the learnings observed or claimed as their progenitors. The second entails some partitioning between cognitive (skill-based) transfer and affective (motivation-based) transfer.

Similar learnings – near and far. One differentiating quality within the idea of transfer is the degree of similarity between the context in which learning in the arts occurs and the context in which transferred developments are seen and measured. This question closely follows the discussion of transfer and neuro-function above: because specific skill developments impact cognitive structures, similar or closely related skills engaging the same structures may benefit. Some refer to this as a condition of near transfer (very similar contexts). In contrast, skill transfer where the resulting skills bear little similarity to the skills learned (say in the arts) or where they are used in very different situations has been called far transfer (disparate contexts).

These terms are useful more in a heuristic sense than in a substantive sense. While "far" transfer may seem more impressive as a phenomenon in its suggestions of transformed behavior or unexpected effects, any transfer to learning, near or far, is better judged on the veracity of the claimed relationship along with the value of the outcome itself. For example, when reading comprehension skills result from artistic learning that itself involves reading (such as certain classroom drama activities) or when mathematics achievement results from training in music, both outcomes—reading skills and mathematics skills—should be judged in their own right, not at one level of value or another just because the transfer came from near (drama to reading) or far (music to mathematics).

Transfer through motivation. A second way of thinking about transfer from the arts is to distinguish transfer of cognitive or thinking capabilities from transfer of affective orientations, particularly various orientations linked to motivation. Cognitive development of course refers to increased abilities and expertise supporting such developments as academic achievement or social understanding. Affective development refers to the willingness of individuals to put their skills to use: their intrinsic and extrinsic interests in what they are learning, their engagement with tasks at hand, the importance they assign to success, the attributions they make for their success, and the feelings of self-worth generated through effective performance.

Affective gains from the arts find much support. Psychologist Howard Gardner points out that certain learnings in the arts are quite likely to spill over, even if the arts are not in a unique position to make such claims of transfer. In a recent essay on multiple intelligences and the arts, Gardner applauds two different types of transfer from the arts that should be considered foundational. First, in reacting to widespread advocacy for nurturing different intelligences in school in response to his writings, Gardner registers his comfort with the idea, "...because participation in the arts is a wonderful way to develop a range of intelligences in children."[8] A conception implied is that participating and learning in an art form can cultivate awareness, judgment, facility, sensibilities, connoisseurship, and other cognitive attributes that we might associate with artistic or other intelligences more generally. These developments can in turn impact the way children learn or the way they choose to express themselves within the disciplines and perhaps across disciplines. An example is gaining artistic intelligence through progressive learning as a painter. Art skill and artistic intelligence surely are close in kind, yet they may involve some dimension of transfer; intelligence gained is a positive outcome lying beyond the initial conditions of learning to paint or to dance.

Gardner also helps with another notion of transfer in the arts—a sort of transfer that does emerge in the Compendium's studies. Among what Gardner describes as "...the compelling reasons for arts education...are the likelihood that skill and craft gained in the arts help students to understand that they can improve in other consequential activities and that their heightened skill can give pleasure to themselves and to others."[9] This points to instances in which heightened self-concept ("I can succeed on stage") can lead to heightened academic or social

8 Howard Gardner. The happy meeting of multiple intelligences and the arts. Harvard Education Letter, 15/6 (November/December) 1999, 5.

9 Howard Gardner, op. cit

self-concepts through some mechanism of transfer. Several of our studies included measures of self-concept that were spawned by successful artistic accomplishments and experiences, although Gardner reminds us, correctly, that the arts hold no monopoly on creating transferable feelings of self-worth. Here an important question becomes under what conditions and for whom does success in the arts transfer to success and persistence in school? While success in most anything in school might be assumed to have similar spillover effects, it appears that the arts can attract students who have been pushed away from other opportunities for success in school. Compendium studies showing at-risk and failing students revived by immersion in arts programs offer such suggestions—including that students benefit from engagement inspired by the complexities of the arts in well-drawn programs. Among the relationships shown in Figure 1, learning to perform music, learning in traditional dance, and dramatic enactment emerge in our studies as augmenting general self-concept. It may not be a coincidence that the studies involved are in the performing arts, where demonstrating skills for audiences is an integral component.

"...if story understanding, reading comprehension, and topical writing are valued curricular goals, the drama studies in the Compendium offer suggestions of promising ways to pursue these ends."

The arts and motivation more generally. It is a short step from self-conception to broader ideas of achievement motivation and engagement, and some of the Compendium studies show effects in these areas. Research on self-concept is a component of the larger human development domain of motivation. In this domain, notions of intrinsic and extrinsic interest in schoolwork, levels of cognitive engagement, and attributions made by children for their success or failure in school are central issues. Several of the multi-arts program evaluations summarized in the Compendium, along with specific studies in arts learning, conclude that children are more engaged when involved in artistic activities in school than when involved in other curricular activities. Higher engagement is observed when children integrate the arts and academic learning in programs such as the Chicago Arts Partnerships in Education.[10] Individual studies involving at-risk students frequently characterize their success as a consequence of induced or revived enthusiasm for school attained through the arts.[11] Claims of transfer in the form of higher engagement include observations that children in schools with high levels of arts experiences are generally more engaged and motivated in school. This can be seen as the transfer of attitudes or orientations about school from learning in and with the arts to learning situations more generally. Perhaps children who find parts of their school day satisfying and fun through the arts become more sanguine about the whole school experience.

Arts as curricula for academics. Research studies on drama in education illustrate additional ways that transfer can be considered and observed. One perspective is that the studies in classroom drama tend to focus on what could be called near transfer according to the discussion above. In some cases, the learning studied is so near to learning in the dramatic experience that naming the phenomenon transfer might be called into question. For example, the majority of drama studies in the Compendium connect dramatic enactment with story understanding and reading comprehension. Considering what dramatic play may do to produce such effects conjures suggestions that drama is in fact a curriculum for story and reading comprehension. Witness the Compendium's study designs: young children who act out a story after hearing it read to them ultimately understand the story better—its sequence, its details, its characters—than children who hear the story and then process it through a traditional classroom discussion. In such studies, we might say that dramatic enactment is simply a better way to process a story than a teacher-led discussion; this appears to be the case. As such, when a child's story comprehension is shown to be greater after participation in an enactment than when simply listening to the story, it may be a stretch to call such learning an incidence of transfer. Dramatizing is simply a good way to learn a story. Or when young children write more effectively after acting out a situation, in contrast to receiving a teacher-led lesson, we might say that such dramatization is a better curriculum for topical writing than traditional classroom instruction regarding the topic. But whether or not this should be called transfer is debatable. But an important point should not be lost in the discussion—if story understanding, reading comprehension, and topical writing are valued curricular goals, the drama studies in the Compendium offer suggestions of promising ways to pursue these ends.

10 See the summary of the Chicago Arts in Education: Evaluation Summary in this volume.

11 An example is Jeanette Horn's 1992 study, An Exploration into the Writing of Original Scripts by Inner City High School Drama Students, summarized in this volume.

Dramatic enactment usually produces an environment focused on interpersonal relations, and here we must acknowledge both opportunities for and evidence of transfer. In drama studies focused on such relations, we see impacts on character understanding, comprehension of character motivation, increased peer-to-peer interactions, increased conflict-resolution skills, and improved problem-solving dispositions and strategies. These outcomes, more than story understanding and writing through classroom drama, seem to be evidence of transfer.

Music and spatial reasoning. Nowhere in the spectrum of arts learning effects on cognitive functioning are impacts more clear than in the rich archive of studies, many very recent, that show connections between music learning or musical experiences and the fundamental cognitive capability called spatial reasoning. Music listening, learning to play piano and keyboards, and learning piano and voice all contribute to spatial reasoning. While

"...transfer of skills from learning in the arts should be more pronounced for students who learn more in the arts."

spatial reasoning is not a measure in other music studies, some of the outcomes measured in music research have strong ties to spatial reasoning ability: mathematics, reading and verbal competence, and writing ability. In the vast literature on spatial reasoning (about 3,000 studies in some bibliographies[12]), it is clear that mathematical skills as well as language facility benefit directly from spatial reasoning skills. Some core concepts in mathematics are inherently spatial in character, proportions and fractions as examples. In the case of language development, the relationship is a bit more oblique but nonetheless robust: what we write, what we read, and what we hear involve words that are used and understood in specific contexts. These contexts can be seen as spatial networks involving words with related words, words with their historical backgrounds, words with their social relationships, and words with nearly placed words in expressions. Spatial reasoning is also fundamental to any planning task—a capacity without which we would have trouble organizing our daily lives. The music studies in this Compendium testifying to benefits in the form of spatial reasoning skills are not to be taken lightly. Future studies, including direct neurological studies, are likely to affirm and extend what we see in present research.

Where to from here?

While a great many relationships between the arts and human development have been drawn under the umbrella of transfer, several directions for future research in these traditions seem important. One is a closer examination of "learning in the arts" at the front end of the transfer equation and a closer relationship between transfer research with the more complex and situational views of learning populating the literature in recent years. Another is addressing the clear shortage of transfer studies in the visual arts and dance. And research on the arts and learning might follow the cues of Bransford & Schwartz[13] to test for longer-term impacts on thinking skills and problem-solving dispositions.

More on learning in the arts. Most of the research designs employed in the Compendium studies differentiate average outcomes for students participating in one arts training or arts-related experience versus comparison students without such experiences—classroom drama or not, visual training or not, keyboard lessons or not, or listening to Mozart versus Bach. This assuredly distinguishes learners from those who have had arts training or an arts-related experience and those who have not and sets up conditions in which effects of the arts can be identified. But the Compendium studies generally do not examine learning in the arts within their treatment groups, despite the fact that doing so could significantly increase the power of arts transfer studies. The central point is that transfer of skills from learning in the arts should be more pronounced for students who learn more in the arts. Many designs come to mind: gauging the acquisition of drama skills in a training program across participants to see if high learners gain more in the way of transferred skills; sorting subjects by measures of learned keyboard skills to see if more learning in music associates with higher acquisition of spatial reasoning skills. One suggestion of this design appears in drama studies showing more transferred skill development among those children who spontaneously get out of role to direct or lead a classroom dramatization. These children may be learning more drama and consequently gaining reading or interpersonal skills faster; but they may simply be higher-achieving children within the drama groups to start with—a crucial distinction.

"...we know far less about transfer from learning in the visual arts and dance than we do in drama and music."

More attention to contemporary views of learning. As just argued, the pursuit of transfer in the Compendium's studies does not at the same time illuminate the nature or degree of learning from which transfer takes place, relying instead on differentiating group treatments or experiential accountings of arts experiences. It is equally evident that current studies on the roles of the arts in academic and social development do not unpack either in fine detail or within comprehensive cognitive models the learning processes accounting for transfer. This point should not be interpreted as an oversight on the part of the researchers—this Compendium contains studies carried out in careful designs that support the relationships argued.

Nonetheless, more thorough understandings of the transfer of learning—from the arts as well as more generally—would require additional and different research. Such inquiry would ultimately need to accommodate growing evidence and beliefs that learning is situational, interactive, and extremely complex. This complexity can be seen in full color in the more completely rendered images of cognitive activity shown in brain scans; it also appears in the models of cognitive scientists attempting to illuminate a full spectrum of influences at play when children learn.

Learning and the role that transfer (by whatever definition) plays are far more complex than simple conceptions allow; we see a range of different words in use to characterize learning such as "parallel," "entangled," "entwined," and "contextual," all of which suggest that not all transfer is alike and that it is not direct. Contextual or situational explanations pose relationships that are key for learning and that will probably begin to define

12 One spatial reasoning bibliography focused on computer science numbers 2700 studies (http://iiinwww.ira.uka.de/bibliography/Ai/Spatial.Reasoning.html) Another on-line source organizes spatial reasoning research into broad categories including cognitive and linguistic studies (http //www.cs.albany.edu/~amit/spatsites.html)

13 John Bransford and Daniel Schwartz (2000) Rethinking Transfer. Chapter in Review of Research in Education, Volume 24. Washington DC: American Educational Research Association

"transfer" as distributed cognition or situational cognition. Processes of transfer would be seen in interactions and relationships of various sorts, and new states of learning, either new knowledge or new understanding, should be seen as the product of these relationships. The implications for this Compendium? While the Compendium research documents valid links between the arts and academic and social abilities, an extended and complementary program of research is needed if we want to understand transfer in its full cognitive glory.[14]

More studies in the visual arts and dance. There are abundant and strong studies supporting transfer from learning and experiences in drama and music, but a significant shortage of studies in the visual arts and dance. The imbalance is considerably wider than the listing in Figure 1 implies. The many relationships shown under drama and music show up in multiple studies. The relationships shown for the visual arts derive from only four studies, and there are about the same number of studies in dance as there are relationships cataloged. Clearly, we know far less about transfer from learning in the visual arts and dance than we do in drama and music. If research is drawn to vacuums, here are two for the taking.

"...transfer could materialize if researchers would reformulate their theories about transfer and exercise patience in seeking its manifestations."

A higher order of transfer. An enticing contribution of the Bransford & Schwartz review discussed above is the introduction of a formal definition of transfer that contrasts sharply with prevailing conceptions including those seen in the Compendium studies. These scholars argue that traditional studies of transfer have been exceedingly narrow in their search for various direct applications of learning. As such, research to date has been myopic in not asking questions about the degree to which learning experiences might prepare students for future learning or have long-term repercussions on how learners approach any sort of problematic situation. Bransford & Schwartz hypothesize that transfer could materialize if researchers would reformulate their theories about transfer and exercise patience in seeking its manifestations. Transfer may be thought to leap beyond immediate tests of application altogether. The arts and human development generally, and the Compendium's studies particularly, are good candidates for such rethinking. The "preparation for future learning" concept of transfer offers an enticing but relatively unattended prospect that seems tailor-made for research in the arts. Future inquiries into the arts and learning should investigate longer-term developments in how learners approach artistic creation and expression generally; studies also should investigate the possibility that sustained and deep learning in the arts may cultivate habits of mind and dispositions impacting future problem-solving behavior. To some, this represents the Holy Grail of transfer—Transfer with a capital T perhaps. Such potentially powerful Transfer may not occur straightaway, but rather emerge over time. The many contributions of the Compendium's studies notwithstanding, perhaps we have overlooked important evidence of Transfer from learning in the arts by searching at the wrong times and in the wrong places.

14 The section on contemporary conceptions of learning draws on discussions and written exchanges with Dr. Terry Baker of the Center for Children and Technology in New York. This author accepts full responsibility for possible misrepresentations or distortions of Baker's contributions.

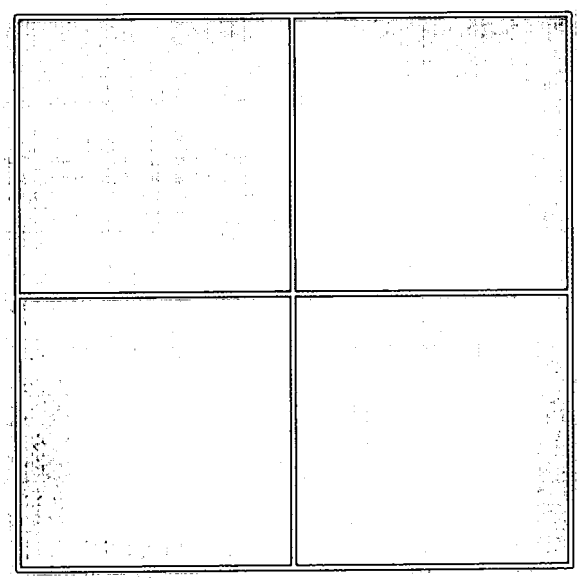
Acknowledgments

We are grateful to the National Endowment for the Arts (NEA) and the Office of Educational Research and Improvement (OERI) at the U.S. Department of Education for providing funding for the production of this Compendium. Special thanks to Doug Herbert, director of Arts Education at the NEA, and Rita Foy Moss, research analyst at OERI, for their advice and guidance throughout its development.

During the formative stages of the Compendium we benefited greatly from the wise counsel of the Compendium Advisors listed at the opening of this volume. We are grateful to Michael Timpane of the RAND Corporation for chairing the group.

Lauren Stevenson, research associate at the Arts Education Partnership, was indispensable, serving as assistant Compendium editor, sounding board and adviser on focus and format, and coordinator of production. Peter H. Gerber of the EdDesigns Group assisted greatly by editing summaries and essays and providing counsel throughout. Sara Goldhawk, senior associate at the Arts Education Partnership, gave careful reading to the final proofs. Kathryn E. Ward, former project assistant at the Arts Education Partnership, provided essential administrative support. She also contributed the images of student artists found throughout the Compendium. Jan Stunkard, division coordinator at the NEA, deserves our thanks for her efficient and considerate management of the Cooperative Agreement that funded the production of the Compendium.

First and foremost, of course, thanks are due to the researchers who participated in the Compendium's creation. To those whose original studies are summarized. To James S. Catterall, Lois Hetland, and Ellen Winner for screening, selecting, and summarizing the chosen studies. To James S. Catterall, Terry L. Baker, Karen K. Bradley, Rob Horowitz, Larry Scripp, and Jaci Webb-Dempsey for their summaries and essays. To Dick Corbett, Cynthia I. Gerstl-Pepin, George W. Noblit, Michael A. Seaman, Betty Jane Wagner, and Bruce Wilson for summaries. And to Kristin Burger and Rachel Estrella for systematic searching, and Sean Bennett, Ronnie Cavaluzzi, Lori S. Eisenberg, Rachel Estrella, Joseph Hoffman, Nina Salzman, and Kate Solow for initial drafts of summaries. The Compendium is their collective achievement.



Arts
Education
Partnership

U.S. Department of Education
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October 13, 2026

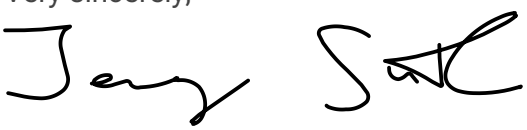
Oregon State Board of Education

I proudly serve the Oregon Music Education Association as its Executive Director. I am writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

Additionally, an arts education representative on your board is long overdue. When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation. A permanent Arts Education Chair on the state board can address all of these issues from the perspective of the art, music, theater, and fine art educators that serve Oregon's students state-wide.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Very sincerely,



Jeremy Sutton
Executive Director
executivedirector@oregonmea.org

Oregon Music Education Association
560 NE F Street Suite A PMB 732, Grants Pass, OR 97526
oregonmea.org

From: [redacted]
To: StateBoard Public Email
Subject: Public comment 7.A Strengthening Requirements for HIgh Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 1:33:46 PM
Attachments: Communicating the Benefits of Arts Education [Arts Toolkit] ODE.pdf
How the Arts Benefit Student Achievement.pdf
Critical Links 2003.pdf

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear State Board,

High quality arts education matters. I teach Visual Arts Pedagagy to college Arts Ed students, as they are part of incoming art teachers for K-12 schools in Oregon. Art in our schools is a life pathway for some, and a way to build creative thinking that extends to all other fields including science and math for others. I have also spent 20 years working in arts non profits, and have taught in public K-12.

There is a long list of research that shows that the Arts are an important part of K-12 education, including **ODE's *Communicating the Benefits of Arts Education information*** (attached below), ***How the Arts Benefit Student Achievement*** and ***Critical Links***, a lengthy study of arts education that has proven statistics of the value of arts education in the classroom.

This is from ***How the Arts Benefit Student Achievement***, attached below-
A May 2005 Harris Poll on the attitudes of Americans toward arts education, commissioned by Americans for the Arts, revealed strong public support. Among the findings:

- 93% of people agree the arts are vital to providing a well-rounded education for children, a 2% increase over 2001.
- 86% of people agree an arts education encourages and assists in the improvement of a child's attitudes toward school.

Please do NOT exclude the Arts from the states regular instruction materials adoption cycle. You would be leaving out so many of our youth. Thank you for your time and attention to this important matter.
Kathleen Dinges Rice

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment: Keep the Arts in Oregon's Instructional Materials Adoption Cycle
Date: Tuesday, October 13, 2026 2:17:10 PM

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Dear Chair and Members of the Oregon State Board of Education,

My name is Raleigh Bartholomew, and I teach K–2 general music at Yaquina View Elementary School in Newport. I am writing in my individual capacity to urge you to retain the arts in Oregon's regular instructional materials adoption cycle.

In the early grades, music instruction gives students opportunities to develop foundational musical skills, express themselves, create, and work together. Providing a thoughtful sequence of learning requires quality instructional materials, just as it does in other academic subjects.

Excluding the arts from the regular adoption cycle would weaken state support for arts educators and place more responsibility on individual teachers and districts to identify and evaluate materials. I am concerned that this would widen differences in access between communities with substantial resources and those with fewer.

Please preserve the arts in the adoption cycle and establish a clear timeline for reviewing arts instructional materials. Oregon's students deserve sustained support for a complete education that includes music, visual arts, dance, and theatre.

Thank you for considering my comments and for your service to Oregon's students.

Sincerely,
Raleigh Bartholomew
K–2 Music Teacher
Yaquina View Elementary School
Newport, Oregon

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 2:51:00 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express my concern about the proposed exclusion of arts education from Oregon's regular instructional materials adoption cycle.

Arts education is critical infrastructure for our students, our future workforce, and our communities. Its value extends far beyond artistic expression. It helps young people develop the skills, confidence, curiosity, and sense of belonging they will carry into their careers, relationships, and civic lives.

Through arts education, students learn to deeply explore complex subjects and ideas. They learn to receive, evaluate, and productively apply critique. They develop tangible skills in design thinking, systems thinking, creative problem-solving, and collaboration. They learn to navigate uncertainty, contribute to shared outcomes, and lead through a process of exploration and discovery.

Perhaps most importantly, they find their voice.

At a formative time in their lives, arts education provides students with opportunities to explore their identities, understand different perspectives, and discover their place within a larger community. These are not peripheral educational experiences. They are fundamental to developing thoughtful, engaged, and capable citizens.

In my more than 20 years leading marketing and communications teams, I have seen firsthand how these skills translate into meaningful careers. The ability to think critically, communicate ideas, understand audiences, collaborate across disciplines, and bring creative solutions to complex challenges is essential across industries and sectors. Arts education helps build those capabilities and creates pathways into professions that strengthen our businesses, organizations, and communities.

When we disinvest in arts education or create an inconsistent landscape of institutional support, we risk more than diminishing access to creative learning. We weaken opportunities for students to develop these critical skills and erode the supportive spaces where young people explore who they are and how they can contribute to the world around them.

I am concerned that excluding the arts from Oregon's regular instructional materials adoption cycle could further destabilize support for a discipline that deserves the same intentionality, consistency, and commitment to high-quality instruction as other core areas of education.

I urge the Board to reconsider this exclusion and maintain a clear, consistent commitment to high-quality arts instructional materials and the students and educators who depend on them.

The skills our future workforce and communities need are the very skills arts education helps cultivate. At a time when we need more creative, adaptable, informed, and engaged citizens, our commitment to arts education should remain steady.

Thank you for your consideration and your service to Oregon's students.

Sincerely,

Brandy Rodtsbrooks

From: [redacted]
To: StateBoard Public Email
Subject: Arts education
Date: Tuesday, October 13, 2026 3:44:14 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Oregon State Board of Public Education,

It is of the utmost importance to maintain a strong arts education curriculum in our public schools. Creativity is at the heart of innovation, and engaging with the arts promotes essential cognitive development that enriches both our community and culture.

I urge you to continue supporting and prioritizing arts programs for our students.

Sincerely,

Wendy Wong-Haigh

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 4:02:18 PM

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To Whom it may concern,

Please do not limit arts education in Public Schools. I urge you to reconsider this proposed rule! Arts Education is crucial to all phases of student growth and fosters critical thinking.

Thank you,

Tom McElroy
Lane Arts Council Vice President
Eugene Oregon.

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 4:19:10 PM

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Dear Members of the State Board of Education,

I am writing as the K–12 Visual and Performing Arts Coordinator for the Beaverton School District to express concern about the proposed rule excluding the arts from Oregon's regular instructional materials adoption cycle.

Oregon requires districts to provide arts instruction, yet adoption cycles for dance, music, theatre, visual arts, and media arts have already been postponed indefinitely, without a clear public explanation. The proposed rule would further shift responsibility for instructional materials adoption to individual districts without a predictable timeline or consistent state-level support.

As a district arts coordinator, I am concerned that this will widen inequities in students' access to high-quality arts education. When budgets are tight, arts programs are often vulnerable to reductions, and districts with fewer resources or less subject-specific expertise may struggle to provide the instructional materials and support students need. Access to a comprehensive arts education should not depend on a student's ZIP code or their district's financial circumstances.

I urge the Board to reconsider this exclusion, provide a clear explanation for the decision and a transparent timeline for future arts instructional materials adoptions, and restore dedicated state-level arts education expertise, guidance, and oversight. Requiring districts to offer the arts is not the same as ensuring that every student has access to a high-quality arts education.

Thank you for your consideration and for your commitment to equitable educational opportunities for all Oregon students.

Sincerely,

Blake R. Allen
K–12 Visual and Performing Arts Coordinator
Beaverton School District

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment "7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule"
Date: Tuesday, October 13, 2026 5:00:21 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an music educator in the Corvallis School District writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
David Blake
Director of Bands, Corvallis School District
OMEA District XI Chair

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: "7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule"
Date: Tuesday, October 13, 2026 6:55:03 PM

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I am a PreK-12 Art teacher at a rural charter school serving mostly low-income families. We work hard to provide opportunities for our students that they otherwise have no access to--art & music education among them. I a dying breed--no other elementary schools in the region have a certified art teacher. Students come to school excited about their elective classes. It's what keeps many of them from switching to online school and it's what gives them an outlet for their emotional and social needs. By neglecting the importance of the arts in public schools, you are damaging communities with no other access to the arts. Please reconsider your rule.
Sincerely,
J.Street

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 6:51:48 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the Oregon State Board of Education,

I am writing to express my strong opposition to the proposed changes that would exclude the arts from Oregon's regular instructional materials adoption cycle. I write to you as the Past President of the Oregon Band Directors Association, the current Band Chair for the Oregon Music Education Association, and, most importantly, as an educator who has spent nearly three decades working with young people in Oregon's public schools. I ask you to consider not only the educational implications of this decision, but also the message it sends to the students, families, and educators of our state.

The arts are not an accessory to education. They are fundamental to education itself.

Consider the history of one of the world's oldest and most respected universities, the University of Oxford. Dating back to its earliest centuries, music was recognized as one of the seven liberal arts, alongside disciplines such as mathematics, geometry, and astronomy. These subjects formed the intellectual foundation upon which advanced university study was built. Think about that for a moment. Nearly a thousand years ago, educators understood that music was worthy of serious academic study. They recognized its connection to intellectual development, reasoning, and a complete education. How is it that, centuries later, we find ourselves defending the academic importance of the arts?
In my years as an educator, I have watched students discover things about themselves through music that they never imagined possible. I have seen the quiet student find a voice, the struggling student find a reason to come to school, and the student who felt they didn't belong finally discover a community where they mattered. These are not isolated experiences. They happen every day in music classrooms, theaters, dance studios, and art rooms throughout Oregon. For some children, the arts are where they first experience success. For others, they are where they learn discipline, collaboration, accountability, empathy, and perseverance. These are not simply artistic skills. They are life skills that shape the adults our students will become. And for some students, the arts are the very reason they walk through the school doors each morning. Yet here we are, considering a policy that would remove the arts from the regular statewide instructional materials adoption process, leaving individual districts to shoulder greater responsibility for ensuring that students have access to quality educational resources.

I recognize that the proposal includes continued standards review and guidance for locally adopted materials. But guidance alone is not the same as a predictable, coordinated statewide adoption process. We cannot continue to speak about educational equity while adopting policies that risk making access to quality arts education dependent upon a district's financial resources, staffing, or ZIP code. A student in rural Eastern Oregon deserves the same commitment to high-quality arts education as a student in Portland, Eugene, or Bend. The opportunities may look different, but the state's responsibility to those students should not. I

also find it troubling that Oregon has not maintained dedicated arts education specialist support within the Department of Education. At a time when we should be strengthening instructional leadership and expanding opportunities for students, we appear to be moving in the opposite direction.

If the State of Oregon requires schools to teach the arts, then the State of Oregon has a responsibility to meaningfully support the teaching of the arts.

This is not about asking for special treatment. It is about asking for the same academic respect, instructional support, and commitment to quality afforded to other areas of study. I respectfully urge the Board to reconsider this exclusion, establish a transparent and reliable statewide adoption timeline for the arts, and restore meaningful arts education expertise and leadership within the Oregon Department of Education.

I also want to make it clear that I am more than willing to be part of the solution. Through my work with the Oregon Band Directors Association, the Oregon Music Education Association, and nearly three decades in public education, I have had the opportunity to work alongside educators and leaders from across our state. I would welcome the opportunity to work with the Board and the Oregon Department of Education to help develop a thoughtful, sustainable approach that supports our schools and protects arts education for future generations. I believe we can find a better path forward, and I would be happy to help in any way I can.

The decisions you make extend far beyond administrative rules and adoption schedules. They communicate what we believe matters in the education of our children. Someday, our students may not remember every equation they solved or every date they memorized. But many will remember the first time they stood on a stage, performed alongside their classmates, created something beautiful, or discovered that they were capable of more than they ever believed. Those experiences matter. They change lives. And they deserve our commitment. I ask each of you to consider what kind of educational legacy we want to leave for Oregon's children. **Please do not allow the arts to become a secondary consideration in a state that claims to value a complete education.** Our children deserve better. Our educators deserve better. And Oregon can do better. Thank you for your consideration and your service to the students of our state.

Sincerely,

Frank Petrik
Past President, Oregon Band Directors Association (OBDA)
Band Chair, Oregon Music Education Association (OMEA)
Director of Bands, Lincoln High School
Portland Public Schools

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment: "7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 7:00:34 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am a music educator in Marion County, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility from the state to individual districts without a clear plan for consistent state support.

When budgets are tight, as they continue to be, arts education is often among the first programs reduced/eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, and the development of durable skills essential for success to and beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality arts education. Thank you for your consideration.

Sincerely,
Torrye Torrance

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 7:04:13 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,
I am an arts educator in Beaverton School District and I am writing to express concern about the
proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for the arts has been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

The arts keep kids in school! Our students who often struggle with core subjects find success in the arts; often, that one art or music class keeps them engaged in school. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education.
Thank you for your consideration.
Sincerely,
Jocelyn Lashley
Art Educator/Beaverton School District

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 7:09:28 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the Oregon State Board of Education,

I am writing to ask you to reconsider the proposed rule excluding the arts from Oregon's regular instructional materials adoption cycle.

I have been an Oregon visual arts educator for more than 25 years and have served in statewide leadership roles in arts education and curriculum standards. My greatest concern with this proposal is its potential impact on equitable access for students across Oregon.

The proposed change would leave individual districts responsible for independently adopting arts instructional materials. Districts with fewer resources and less subject-specific expertise will inevitably face greater challenges providing high-quality, standards-aligned arts instruction. Students' educational opportunities should not depend on their ZIP code or their district's financial capacity.

Arts education is an important part of a well-rounded education. Students learn to think creatively and critically, solve problems, communicate ideas, collaborate, take productive risks, persist through challenges, respond to feedback, and revise their thinking and work. Oregon's own Arts Standards identify creativity, communication, critical thinking, inquiry, and problem-solving as important outcomes of arts learning. Arts education also supports student engagement, attendance, belonging, and the development of skills students need for college, careers, and civic life.

I respectfully ask the Board to reconsider this exclusion, establish a transparent adoption timeline for the arts, and provide meaningful state-level arts education expertise, guidance, and oversight.

Every Oregon student deserves access to a high-quality, standards-aligned arts education, regardless of where they live or the resources available in their district. State policy should help ensure that access is equitable, consistent, and meaningful.

Thank you for your consideration and for your service to Oregon students.

Sincerely,
Katie Gillard
Visual Arts Educator
Beaverton School District

From: Karla Herrera-Zarate
To: StateBoard Public Email
Subject: Public Comment: Please Keep Arts Education a Priority in Oregon Schools
Date: Tuesday, October 13, 2026 7:58:36 PM

You don't often get email from kherrera-zarate@fgsd.k12.or.us. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am a general elementary music teacher in the Forest Grove School District, writing to express the concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts and media arts have been postponed indefinitely. this proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

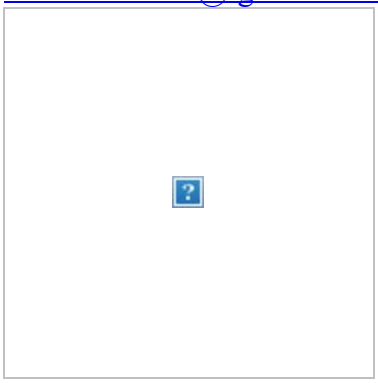
I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education.

Arts gives students the opportunity to express their individual strengths, build their own identities, and work alongside their peers. The arts allows students to take what they've learned and put it into practice in meaningful and creative ways. This connects directly to Bloom's Taxonomy, which focuses on learning that grows in complexity, encouraging students to move beyond simply remembering information and toward applying, creating, and expressing their understanding. Arts education gives students the chance to do exactly that, and I believe those opportunities **deserve** to be supported in **every** school.

Thank you for your consideration .

Sincerely,
Karla Herrera-Zarate
Forest Grove School District

--
Karla Herrera-Zarate
Fern Hill/Dilley Music
kherrera-zarate@fgsd.k12.or.us



From: [redacted]
To: StateBoard Public Email
Subject: Public comment 7.A Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 8:27:18 PM

You don't often get email from quillan.annsa@gmail.com. Learn why this is important

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Dear Members of the State Board of Education

I am a student in the Springfield School District, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires schools to provide education in the arts, but the instructional materials adoption cycle for these arts, such as theatre, music, and dance, have been postponed indefinitely. As a consequence of this, the programs which many of us students find to be our favorite part of our time at the school end up critically underfunded. As a student in multiple performing art classes, I am expected to provide over $200 dollars simply to pay for my instruments and uniforms this year alone. This cost does not include instructional music, repair costs, or fees required for additional performance opportunities, such as the accompanist's fee for performing at Solo and Ensemble competitions. In order to find enough money to keep our programs running, we have to rely on student labor and fundraisers. During this year alone, I have participated in roughly 48 hours of work simply to help the program earn grants to fund ourselves in absence of proper government support.

During times when money is hard to find, it is common for arts programs to be eliminated and lose funding entirely. This causes an imbalance which restricts these essential topics to only those who happen to be lucky enough to find themselves in a better funded program. The teaching of arts educates students on much more than just the art they create. Art is an inherently crosscurricular study: when the theatre class learns about shakespeare, it connects to and reneforces what is taught about his liturature during english class. When choir begins to work on technique for singing in tune, it brings along with it, an understanding of the physics that come in to play behind how the vibrations of a sound wave relate to the pitch of a note. Beyond this, the art classes teach essential life skills of teamwork, flexabiliy, and creativity. Being an artist is learning how to solve unexpected problems, It's learning how to work alongside fellow artists who you disagree with. As an artist, the show must go on, so we learn how to make sure it happens no matter the setback.

I urge the board to reconsider the exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has acess to a high-quality, comprehensive arts education. Thank you for your consideration

Sincerely,
[redacted]
Springfield High school.

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Tuesday, October 13, 2026 9:50:29 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an arts educator in the Sherwood School District and a parent in Portland and am writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Anna Wiehe
Sherwood High 3D Arts Teacher
Boise-Elliot Elementary, Portland Parent

Anna Wiehe
(she/her)
Sherwood High School
Art Teacher

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 6:25:21 AM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the Oregon State Board of Education,

I am writing to ask you to reconsider the proposed rule excluding the arts from Oregon's regular instructional materials adoption cycle.

I have been an Oregon visual arts educator for more than 15 years and have served in statewide leadership roles in arts education and curriculum standards. My greatest concern with this proposal is its potential impact on equitable access for students across Oregon.

The proposed change would leave individual districts responsible for independently adopting arts instructional materials. Districts with fewer resources and less subject-specific expertise will inevitably face greater challenges providing high-quality, standards-aligned arts instruction. Students' educational opportunities should not depend on their ZIP code or their district's financial capacity.

Arts education is an important part of a well-rounded education. Students learn to think creatively and critically, solve problems, communicate ideas, collaborate, take productive risks, persist through challenges, respond to feedback, and revise their thinking and work. Oregon's own Arts Standards identify creativity, communication, critical thinking, inquiry, and problem-solving as important outcomes of arts learning. Arts education also supports student engagement, attendance, belonging, and the development of skills students need for college, careers, and civic life.

I respectfully ask the Board to reconsider this exclusion, establish a transparent adoption timeline for the arts, and provide meaningful state-level arts education expertise, guidance, and oversight.

Every Oregon student deserves access to a high-quality, standards-aligned arts education, regardless of where they live or the resources available in their district. State policy should help ensure that access is equitable, consistent, and meaningful.

Thank you for your consideration and for your service to Oregon students.

Sincerely,
Dana Monroe
Visual Arts Educator
Corvallis School District

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment: 7.A. Strengthening Requirements for High Quality Instructional Materials: Division 22 Rule Revisions &Adoption Schedule
Date: Wednesday, October 14, 2026 7:41:41 AM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,
I am an arts educator in the Forest Grove School District, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle.

Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support. When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education.

Thank you for your consideration.
Sincerely,
Allison Halvorson
Elementary Music Teacher, Forest Grove School District

Yahoo Mail: Search, Organize, Conquer

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 8:00:45 AM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an arts educator in the North Clackamas School District, writing to express concern about the
proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation. The skills built in art classrooms are unique and invaluable.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Jocelyn Siefering
North Clackamas School District
--

From: Amy Fehrenbacher
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 9:32:46 AM

You don't often get email from afehrenbacher@sherwood.k12.or.us. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an educator in Sherwood School District, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Amy Fehrenbacher
Teacher, SHerwood School DIstrict

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From: [redacted]
To: StateBoard Public Email
Subject: Public Comment - 7.A Strengthening Requirements for High-Quality Instructional Materials
Date: Wednesday, October 14, 2026 10:35:21 AM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an arts educator in the Lebanon Community School District writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle.
Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. We have already seen this in our district, where one K-8 school now has no music at all anymore, and another has no art. Students arrive in high school expected to perform at an high school artistic level, but often with zero prior exposure or quality early education. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

Moreover, the inconsistent state support and standards make it more difficult to advocate for the fact that arts educators are highly qualified specialists. When administrators view the arts as optional, standard-less, or "just for fun", students suffer because classes are cut, less qualified professionals are hired, or school schedules are not built to support what a thriving arts program needs. Music and arts teachers are constantly asked to defend the validity of our own jobs, even when many have high-level conservatory training in their field.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a
high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Emma Christensen
Choir & theatre teacher, Lebanon OR

From: Adrian Cervantes Mendez
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 11:03:40 AM

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Dear Members of the State Board of Education,

I am an arts education administrator in Lane County, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts has been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

And as enrollment numbers dwindle year after year, what is to keep students in our public schools?

Sincerely,
Adrian Cervantes Mendez
Arts Education Program Administrator

From: Alexander Schwarzkopf
To: StateBoard Public Email
Subject: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 12:16:06 PM

You don't often get email from alexander.schwarzkopf@gmail.com. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,
I am a professional pianist, composer, teacher and arts educator in the Lane County 4J School District. I am also a parent and arts advocate writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support. When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.
I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education.

Thank you for your consideration.

Sincerely,

Alexander Schwarzkopf, DMA

Pianist, Composer and Teacher
www.ajsmusic.org

Eugene/4J School District

From: Melissa Barnes Dholakia
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 12:28:32 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am the Superintendent & Principal of Bend International School and former Board Chair of Bend-La Pine Schools in Bend, Oregon. I am writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. I believe it sends a detrimental message about the importance of arts education - essentially, that it is not part of the curriculum in our Oregon schools.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

In Community,
Melissa Barnes Dholakia
Superintendent & Principal
Bend International School

Maestra Melissa Barnes Dholakia
Superintendent & Principal
Bend International School

e melissa@bendinternationalschool.org
p 541.797.7038
c 541.419.9991

Need to talk soon? Open office hours are 8:30 - 8:50, grab a spot here.

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From: [redacted]
To: StateBoard Public Email
Cc: publicpolicy@oregonmea.org
Subject: Public Comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 12:46:26 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am writing to express my concern regarding the proposed exclusion of arts education from Oregon's regular instructional materials adoption cycle.

Having spent more than 20 years as a music educator in Oregon, including serving as President of the Oregon Music Education Association, I have seen firsthand the tremendous impact that high-quality arts education can have on students. I have also seen the significant disparities in resources and opportunities that exist between districts and schools across our state.

While Oregon requires schools to provide arts instruction, that requirement means little without the resources, guidance, and support necessary to ensure its quality. Removing the arts from the regular adoption cycle places an additional burden on individual districts and risks further widening existing inequities.

I urge the Board to reconsider this proposal, establish a clear and transparent timeline for arts instructional materials adoption, and restore meaningful arts education expertise and leadership at the state level.

Our students deserve an education in which the arts are treated as an essential component of a comprehensive education, rather than an afterthought.

As a parent of four children who are currently attending or will eventually attend Oregon public schools, I also have a personal stake in this issue. I want my children, and every child in our state, to have access to a well-rounded education in which the arts are valued and supported. The quality of those opportunities should not depend on the resources available in a particular district or the priorities of its leadership.

Thank you for your consideration.

Sincerely,

Jeremy Zander
Past President, Oregon Music Education Association

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 1:05:11 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am a parent in Southeast Portland writing to express my strong concern regarding the proposed rule excluding the arts from the state's regular instructional materials adoption cycle.

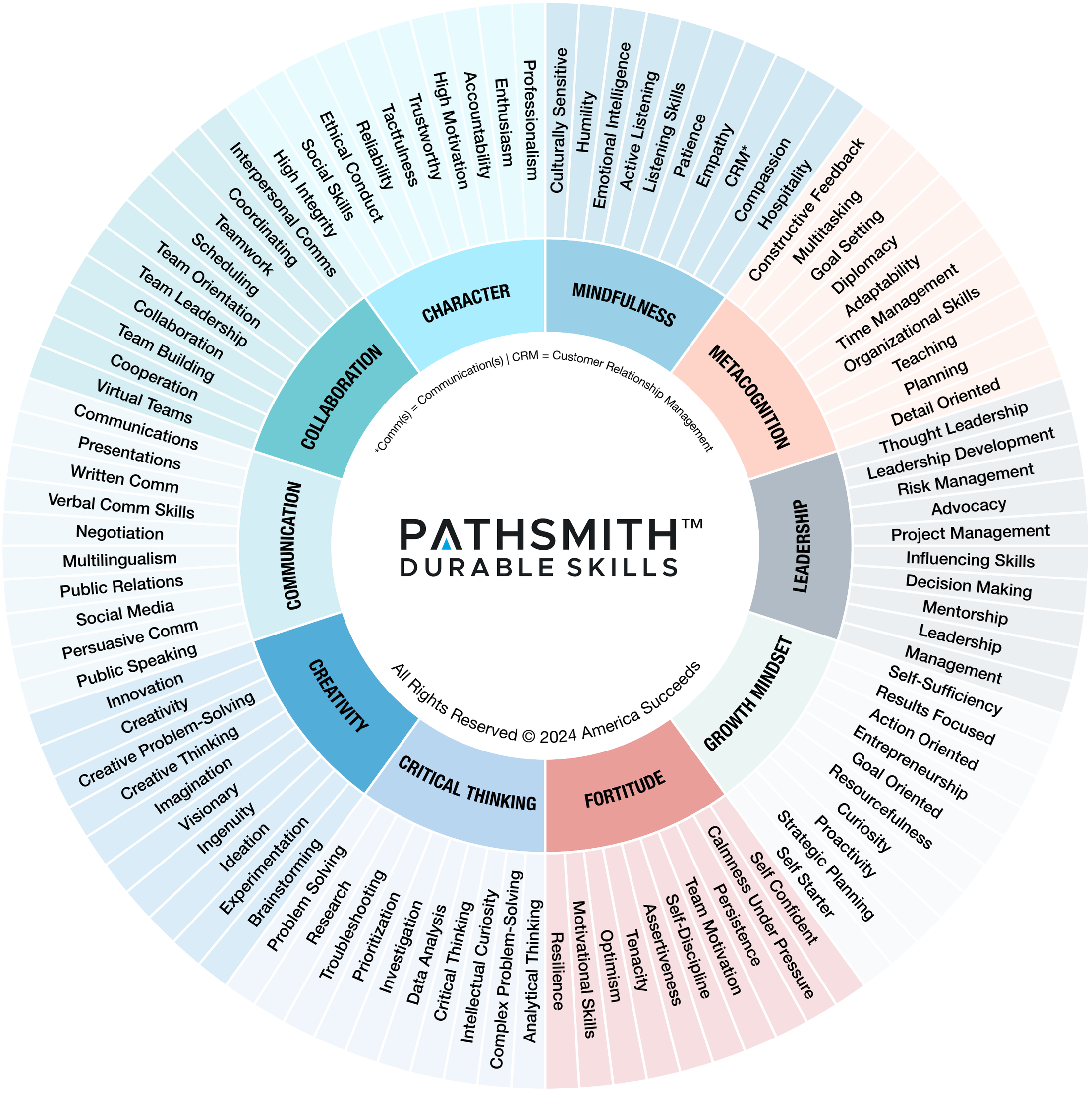
Although Oregon requires districts to offer arts education, the adoption cycle for dance, music, theatre, visual arts, and media arts has been postponed indefinitely. This proposed rule shifts the responsibility to individual districts without providing a clear plan for consistent state support. When budgets are tight, arts education is often among the first programs cut, creating inequitable opportunities for students across Oregon.

Arts education is vital—it supports student engagement, creativity, belonging, and essential skills needed for success after graduation. I urge the Board to:

- Reconsider the exclusion of arts education from the adoption cycle.
- Provide a clear timeline for the adoption of arts instructional materials.
- Strengthen state-level arts education expertise and oversight to ensure all Oregon students have access to a comprehensive arts education.

Thank you very much for your time and consideration.

Sincerely,
Peter Harmon
Parent of a Cleveland High School student
Portland, Oregon


CHARACTER
Professionalism
Enthusiasm
Accountability
High Motivation
Trustworthy
Tactfulness
Reliability
Ethical Conduct
Social Skills
High Integrity
Interpersonal Comms
Coordinating
Teamwork
Scheduling
Team Orientation
Team Leadership
Collaboration
Team Building
Cooperation
COLLABORATION
Virtual Teams
Communications
Presentations
Written Comm
Verbal Comm Skills
Negotiation
Multilingualism
Public Relations
Social Media
Persuasive Comm
Public Speaking
COMMUNICATION
Innovation
Creativity
Creative Problem-Solving
Creative Thinking
Imagination
Visionary
Ingenuity
Ideation
Experimentation
CREATIVITY
Brainstorming
Problem Solving
Research
Troubleshooting
Prioritization
Investigation
Data Analysis
Critical Thinking
Intellectual Curiosity
Complex Problem-Solving
Analytical Thinking
CRITICAL THINKING
Resilience
Motivational Skills
Optimism
Tenacity
Assertiveness
Self-Discipline
Team Motivation
Persistence
Calmness Under Pressure
Self Confident
Self Starter
FORTITUDE
Strategic Planning
Proactivity
Curiosity
Resourcefulness
Goal Oriented
Entrepreneurship
Action Oriented
Results Focused
Self-Sufficiency
GROWTH MINDSET
Management
Leadership
Mentorship
Decision Making
Influencing Skills
Project Management
LEADERSHIP
Advocacy
Risk Management
Leadership Development
Thought Leadership
Detail Oriented
Planning
Teaching
Organizational Skills
Time Management
Adaptability
Diplomacy
Goal Setting
Multitasking
Constructive Feedback
METACOGNITION
Hospitality
Compassion
CRM*
Empathy
Patience
Listening Skills
Active Listening
Emotional Intelligence
Humility
Culturally Sensitive
MINDFULNESS
*Comm(s) = Communication(s) | CRM = Customer Relationship Management
PATHSMITH™
DURABLE SKILLS
All Rights Reserved © 2024 America Succeeds

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment: "7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 1:18:14 PM
Attachments: Pathsmith_Durable_Skills_Wheel.pdf

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the Oregon State Board of Education,

I am an artist and art educator in the Portland area. For more than 20 years, I have taught art in public and private settings, including K–12 classrooms, camps, and community colleges.

I am writing to express concern about the proposed exclusion of the arts from Oregon's regular instructional materials adoption cycle. Dance, music, theatre, visual arts, and media arts deserve consistent state attention and support as essential components of a well-rounded education.

Although ODE identifies standards review, instructional materials criteria, and guidance as intended supports, I am concerned about shifting responsibility to individual districts without a clear timeline, dedicated arts education expertise, and accountability for implementation. Districts have different resources and capacities. Without sustained state leadership, this approach risks widening existing inequities in students' access to meaningful arts instruction.

When budgets are tight, arts education is too often reduced or eliminated. Students' opportunities should not depend on their ZIP code or a district's ability to independently develop and evaluate an arts curriculum. At the elementary level, students need regular, sequential instruction in both visual arts and music, with opportunities to learn across the other arts disciplines.

In my teaching, I have seen students develop curiosity, take creative risks, work through challenges, and discover new ways to communicate. Arts education supports engagement, belonging, and the durable skills described in the attached resource. These skills matter throughout students' lives—as learners, thinkers, innovators, and citizens, whatever career paths they pursue.

I urge the Board to reconsider excluding the arts from the regular adoption cycle and to establish a clear, sustained plan for state support. This should include a dedicated arts education specialist within ODE, guidance developed with practicing arts educators, and oversight that examines instructional quality as well as access.

Oregon's students deserve more than the availability of an arts offering. They deserve high-quality, comprehensive arts education supported by a meaningful state commitment.

Thank you for your consideration.

Sincerely,

Suzy Root

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment
Date: Wednesday, October 14, 2026 1:29:10 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Please, please consider what effect this will have on our (your) children. Taking away their ability to create, to understand the importance of art in our in all of our lives. This could quite possibly make a difference in how are children view going to school. Next thing you know their school days will only be four hours long with only mathematics, English, history and science. Arts, especially music make a better brain.

What has Oregon become?

Sincerely,
Sally Marr
(Someone who donates to schools)

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 1:39:54 PM

[You don't often get email from [redacted]. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am a parent in the PPS district, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support. When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

My son has been involved with band from grade school to high school, and it is a vital part of his education. It has given him a community within each school and a sense of belonging. It is something he really loves; and I know other students love it as well. We need to provide a well rounded education for our future adults many of whom will go on to work in the art force. The arts are just as important as english, math, science, history within each district and each each.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Tayler
Parent/Cleveland High School/PPS

From: [redacted]
To: StateBoard Public Email
Subject: "Public comment:" :7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 1:41:27 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am a music educator in Portland Public School District writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and
media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation. I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Rachel Blythe
Portland Public Schools

From: [redacted]
To: StateBoard Public Email
Subject: Do not exclude the arts from instructional materials adoption
Date: Wednesday, October 14, 2026 2:11:05 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,
I am a parent in the Portland Public School District who does not want you to exclude the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

I have a 9th grader who plays the trombone and a 6th grader who plays the clarinet. My kids have gained so much from their schools' band programs — self-confidence, discipline, belonging and huge sense of accomplishment. School music and arts programs are not "extras." They are something every student in Oregon should have the right to as part of a comprehensive, high-quality education.

Yet when budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Denise Castañon
Parent in Portland Public Schools

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment- Agenda Item 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 2:15:08 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an arts educator in the Beaverton School District. For 12 great years, I have had the honor of teaching middle school choir. I am writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support. Our district is no stranger to the budget cuts and issues that have been plaguing our school districts over the last few years - however, this rule does not encourage growth in the arts across the state. As we have seen, many districts have eliminated entire grade levels of arts instruction, condensed classes, or lessened course offerings.

Arts education does more than provide creative outlets. These arts classes teach durable, workplace ready skills like collaboration, effective communication, problem solving, empathy, and perseverance.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Kent Wilson, Music Educator

Beaverton School District

October 14, 2026

Good day and hello to the members of the State Board of Education,

I wish to comment on the Division 22 complaint process, especially as it relates to the rulemaking that the board is considering.

As a parent and (former) teacher, I carefully read the *Legislative Report: Division 22 and 24 Standards Review and Recommendations for the Oregon Department of Education*, and I concur with most of its findings as they pertain to how the current system is not working as it should.

Watching the presentation and discussion regarding ODE's Complaint & Appeals Resolution unit at the meeting on May 21, 2026 left me worried that the way that these matters were discussed is part of the problem as to why the current system is not working.

I will first comment on the issue that I saw from the May 21 meeting, and then I will explain how that issue as well as my own experience with this process pertains to my suggestion for amending 581-075-0200 on Complaint Processes for Alleged Violations of Division 22 and Division 24 standards.

The presentation on May 21 involved repeated use of the word "complainant," which while appropriate in a legal context, is problematic when seen from a humane rulemaking or policymaking perspective. Certain legal terms like "complainant" strip away important connotations, and it can significantly reframe what is essentially a time for consideration of complaints about how children are treated and educated. When "complainant" is used as a dispassionate reference for children or their advocates, this use of language can dampen or remove empathy and sympathy from your thinking.

If ODE renders an order to show that a complaint was justified and merits a district to take corrective action, then you need to realize that embedded within the term "complainant" was a "victim." The person or persons who go through the process of filing a complaint, first with their district and then with ODE are victims or advocates of victims of wrong-doing. They have been mistreated, injured, neglected or harmed in some way. They have suffered and continue to suffer while their matter is unresolved.

Furthermore, if a "complainant" takes their issue all the way to Salem, it is because local efforts failed, and in some cases, there are people or systems at the local level that are standing in the way of remedies and necessary structural changes. This means that the "complainant" is more than a victim; they are also a whistleblower who is desperately reaching out for help. They seek a fairer outcome than what has already occurred, and elsewhere in our society, we say that such a person is seeking justice.

Finally, please note that these rules are within a framework that is meant to safeguard and enhance the welfare of CHILDREN. The word "complainant" obscures this fact. If it were up to me, anytime someone used the word "complainant" at ODE or at a meeting of the State Board

of Education, they would also be required to hold up a picture of a child (or in my case, a teacher) to remind everyone involved what is truly at stake.

To repeat: “Complainant” refers to a child (or children) or someone advocating on behalf of a child (or children). The “complainant” is also a victim (or someone advocating on behalf of a victim) and possibly a whistleblower. They have gone all the way to the state capital seeking justice after spending considerable time and energy fighting for it at the local level.

Unfortunately, I have been a “complainant” and I have gone through the Division 22 appeals process and suffered greatly for it.

In 2017, I began teaching fifth-graders at a public elementary school in the Eugene/Springfield area. I had previously taught for eleven years as an elementary and middle public school teacher in Silicon Valley in California and for twelve years in Oregon as a middle school science, social studies, and English language arts teacher. Shortly after my move within my school district to the elementary level, I discovered that our district had no curriculum or support materials for teaching science or social studies at the elementary level. None. The teachers who managed to teach a little bit of science or social studies did so with materials they had squirreled away from years before or had obtained on their own. I spent over two years trying to work within the system by being outspoken at the building level, but to no avail.

Then came COVID, and once we returned to classroom instruction, I pledged to take this fight to the next level. In this process, I learned that the district had refused to purchase both science and social studies curriculum during the periods prescribed by ODE for curriculum adoption. In fact, elementary schools had been without a science curriculum and support materials since 2013.

For years, children in the elementary schools in my district were not receiving instruction in science and social studies. As I had seen for myself as a middle school teacher, this lack of prerequisite instruction caused harm to these kids, as they went on to middle and high school unprepared. For some kids, this translated into failing grades in high school science and social studies classes, making those children credit-deficient and leading them to drop out.

In November of 2023, I complained publicly to school board members via email, and the district decided my email was a “formal complaint” even though I had not filed it as such. It took the district seven months to respond, telling me and the school board that my complaints were unsubstantiated. I then submitted an appeal to ODE, and it was accepted for investigation.

Over 680 days later, ODE issued its report, stating that my allegations were proven true.

Please do not view me as a “complainant,” but instead imagine for a moment what it is like to be both a devoted and beloved teacher and a whistleblower, one who has challenged the words and deeds of his superiors. Imagine trying to be there for the kids while enduring increasingly larger doses of retaliation, each day hoping to receive word that you have been vindicated.

Imagine receiving notice from ODE that the timeline for the investigation is being extended, again and again.

Things got so bad that I hired an attorney who filed a tort claim notice on my behalf, and then I submitted a complaint to BOLI about retaliation against me as a whistleblower. Eventually, my life as a teacher became literally unbearable, and I prepared to kill myself to escape from the suffering. I am only still alive because of a fluke circumstance and a great deal of intensive support from my family and my medical team. I had to go on medical leave twice due to mental health issues I suffered. During my second medical leave, my medical team advised me against returning to my classroom.

Less than two weeks after I resigned from my position, I received the notification from ODE that confirmed I had been right all along.

Which brings me back to 581-075-0200. Section 7 states “The department must issue a final order or notice of compliance as described in subsection (6) of this rule not later than 210 calendar days after the date on which the department gave notice…”

It is unconscionable that children and their advocates who are victims and whistleblowers should wait for 210 days for justice, for a ruling in their favor. It is even worse that currently more than half of those filing a complaint with ODE wait even longer.

When it comes to complaints about special education under IDEA, OAR 581-015-2030 states that ODE must investigate the complaint and issue a written report that addresses the allegations and the findings within 60 calendar days of receipt of the complaint.

60 days.

I would still be in a classroom working with kids, answering my calling, if I could have received justice in 60 days.

A child who is suffering due to the bullying or discrimination or unfair treatment they have dealt with at their school has already spent considerable time at the local level seeking help. Their need for justice is urgent. Please take a moment to picture a child in this circumstance, and then do right by them by amending Section 7 of 581-075-0200 to replace 210 days with **60 days**.

With respect,

Mikell Harshbarger
Eugene, Oregon
(541) 556-6455

P.S. Two notes:

1. A number of reporters shared my story, and here is a link to one of those accounts: https://www.registerguard.com/story/news/education/2026/08/20/state-investigation-finds-springfield-schools-out-of-compliance/90149432007/

2. Some who read this may say - well, at least things are finally changing, even if it took such a long time. That is not the case. Parents complained on Monday night (10/11/26) at a school board meeting that their children in elementary school are STILL not receiving adequate instruction in science or social studies. One parent just told the board that this year she removed her children from the district due to this issue, and a second parent has threatened a lawsuit. As things currently stand, an order for corrective action does not mean that actual, significant change will take place.

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 2:45:48 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an arts educator and parent in Eugene, Oregon, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle.

Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon.

In my 20+ year teaching career, I have seen first hand how arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education.

Thank you for your consideration.

Sincerely,

Matthew Svoboda
Music Instructor and parent
Eugene, OR

From: Emily Bolivar
To: StateBoard Public Email
Subject: Public Comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 3:52:28 PM

You don't often get email from bolivare@lanecc.edu. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am an arts educator in Eugene, OR writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Emily Bolivar
Lane Community College

--
Emily K Bolivar (She/Her/Hers)
Technical Production Coordinator
Performing Arts Department
Lane Community College

Office: Building 6, Room 209
Phone: (541) 463-5643

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 4:04:38 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

Artistic support is critical. An arts-influenced mind informs and helps to shape education in all disciplines while building well adjusted students and community members for a lifetime.

I am a parent and arts supporter in the PPS school district, writing to express concern about the
proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires
districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and
media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a
clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable
opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and
the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and
strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a
high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Martin Heim
Parent, PPS Portland Public Schools

From: [redacted]
To: StateBoard Public Email
Subject: Protect the arts
Date: Wednesday, October 14, 2026 4:07:09 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am a parent in Newberg writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theater, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support.

When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable
opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and
the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and
strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a
high-quality, comprehensive arts education. Thank you for your consideration.

Sincerely,
Matt Kolbet
Newberg School District

From: [redacted]
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 4:10:27 PM

You don't often get email from [redacted]. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

As a parent of a student at PPS here in Oregon, I'm writing in regards to the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. By excluding the arts from the adoption cycle, this puts the arts programs around the state in jeopardy. While the state requires the districts to offer the arts, without this adoption cycle it does not **ensure** districts will or can provide high-quality education. With limited resources and funding, districts will be forced to reduce or eliminate their arts education. This will affect rural and low-income districts the most.

Our society gives importance to theater, music, dance, and visual arts. We love watching movies, listening to music, and art museums. However, how do we expect to continue to have these opportunities in our communities if we are not making them a priority in our schools. If students are not exposed to arts education, we will lose these experiences we all love. State colleges will also have a reduction of students to their arts programs. As a result, they will have to reduce their programs or look to recruit students from other states.

Arts education also gives students purpose, community, and skill that crossover to other aspects of their lives. I often hear parents say, arts education saves lives. My son is in his high school band program. It has given him all of this, and so much more. Please reconsider this exclusion to help ensure every Oregon student has access to a high-quality, comprehensive arts education.

Thank you,
Debbie

From: Sofia Mauro LeVelle
To: StateBoard Public Email
Subject: Public Comment for 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 4:31:14 PM

You don't often get email from smaurolevelle6931@student.pps.net. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Members of the State Board of Education,

My name is Sofia Mauro LeVelle, and I am a senior at Cleveland High in the PPS District. I am writing to express my concerns about the proposed rule that would exclude the arts from the state's regular instructional materials adoption cycle.

At Cleveland, I am a member of our top band, the Wind Ensemble, which has qualified and placed in the top 5 of the state competition for the last 5 years. I am also drum major for our pep band, and co-president of our leadership team. I started playing an instrument in 4th grade, and fell in love. I was exposed to the arts every day in Elementary, Middle and High School, thanks to the materials provided by the state's regular instructional materials adoption cycle. The arts have, and always will have, a special place in my heart.

The Princeton Review has noted that if a student participates in the arts, they perform exponentially better in their academics. The arts improve concentration, self-confidence, mental health, and reduce stress and anxiety. The arts have taught me how to deal with frustration and disappointment, how to express myself creatively and authentically, how to work with others, have alleviated stress and boosted my grades year after year, and have given me a community and friendships that will last my lifetime.Yet, if this proposed rule passes, many students will not experience the same opportunities that I have.

I encourage you to re-examine your own mission and value statements. You have stated that "The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities" and "At the Oregon Department of Education, we are guided by the following values:
Integrity, Accountability, Excellence, Equity."

Yet, how are you fostering "equity" and creating "excellence for every learner" if by passing this rule, you widen inequalities between districts, overlook the immensely positive effect arts education has on students, and compound the lack of state-level arts education leadership. It would also eliminate the opportunity to participate in the arts for many students, in turn decreasing their performance in academics.

I ask that you re-examine the promises you have made to your people, your students. Reconsider the exclusion of the arts from the state's regular instructional materials adoption cycle, provide us with a clear timeline for instructional materials adoption, and strengthen our arts programs. Be true to the mission and value statements that you have created. It is your responsibility as adults and members of the state government to consider all of Oregon's students when creating rules. Help ensure that every Oregon student has access to high-quality, comprehensive arts education. Protect the arts, protect your students, protect education.

Thank you,
Sofia Mauro LeVelle
--
Sofia Mauro LeVelle
Cleveland High School
IB Diploma Candidate
Class of '27
smaurolevelle6931@student.pps.net

Dear Oregon State Board of Education:

Thank you for the opportunity to comment on the first reading of the complaint process for alleged violations of Division 22 and Division 24 standards under Senate Bill 141.

I served on the Riverdale School District Board from 2013 to 2021 and am the father of three children who attended Riverdale's public schools. I am submitting this comment because my experience with the current complaint process is a direct example of the problem this rulemaking is meant to address and because the SB 141 review has already documented that this problem is systemic.

Background

After leaving the Board, I assisted a community member in filing two discrimination complaints against the district.

The first was reportedly resolved through a conciliation agreement requiring the district to conduct an investigation into staff conduct. That investigation was never completed because student records were missing and were never provided to the investigator or to ODE. ODE's conclusion was that there was insufficient evidence to validate the discrimination complaint, but only because the evidence was never produced. **No consequence followed the failure** to retain those records, even though record retention is itself a Division 22 standard. The complainant has filed for reconsideration, and as of today **the complaint is still unresolved more than four years after the original filing in June 2020.**

The second complaint was filed in January 2023. The investigation phase was completed in the fall of 2024. It is now October 2026. **The 2023 complaint has been extended nine times, and no final order has been provided to the complainant.**

The Problem

The SB 141 review found that the current complaint process is difficult for the public to access and use, that families report frustration with follow-through on investigations, and that the existing system "incentivizes self-protection over transparency." My experience reflects exactly those findings. **Rules are only as strong as their enforcement.** When unlimited extensions are granted despite existing timelines, the rules make no difference to either the complainant or the district. In discrimination cases, ODE has become the place complaints go to die.

Recommendations

1. **Adopt binding timelines for complaint resolution.** The SB 141 report recommends acknowledgment within five business days, status updates at least every 30 days, and a written outcome within five business days of resolution. **These timelines should be adopted as enforceable requirements, not guidance.** If ODE cannot meet them, it should publish its case priorities and expected timelines so the public has an accurate picture rather than false hope.
2. **End reliance on unverified self-reporting.** Compliance should be verified, with real consequences for failure, for both districts and ODE. **Inspect what you expect.**
3. **Make the complaint and appeal process simple, fast, and decisive.** Today it is easier for a district to push a complainant to ODE and let the matter sit for years while self-reporting that it is "working on the problem." That must change. Districts should have a clear incentive to resolve complaints promptly and locally, because the alternative, ODE involvement with real consequences, is less attractive than delay.

My experience is not unique to one district. Families across Oregon are encountering the same pattern: complaints filed, investigations delayed or incomplete, records missing, and no consequence for any of it. The rules before you are an opportunity to address this problem, but it comes down to your willingness to enforce

them. I urge the Board to require real accountability: defined timelines, verified compliance, and genuine consequences for failure. Rules that depend on the goodwill of the parties being investigated are not accountability.

Thank you for your consideration.

John Bogaty

From:	Joren Lyons
To:	StateBoard Public Email
Subject:	Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date:	Wednesday, October 14, 2026 8:34:59 PM

You don't often get email from jorenlyons@hotmail.com. Learn why this is important

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

I am writing to you as the parent of two students in Portland Public Schools. Our daughters have participated in dance, music, theatre, visual arts, and media arts, some of which have been among the most meaningful and enjoyable experiences they have had in school.

I was concerned to hear about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle. To put it plainly, this is a recipe for diminishing the positive impact arts education can have for students across Oregon.

Please reconsider this proposal. We need a clear timeline for instructional materials adoption to ensure that the arts remain a vital part of our students' curriculum.

Thank you,
Joren Lyons
Portland Public Schools parent

From: D Rice
To: StateBoard Public Email
Subject: Public comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Wednesday, October 14, 2026 9:05:49 PM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Board Members,

It is my understanding you are considering a new bill that would tighten state use of funds for educational instructional materials to exclude music and art programs.

While as a taxpayer in the State I understand well that funds are already insufficient for our public schools, this new restriction would increase the haves and haves-not with school music and arts programs. These programs are not add-ons at our schools. They are pillars. The music and fine arts programs are central to student brain development, sense of belonging, and leadership. And the programs cannot exist without curricular materials, just like science and math.

Both of my kids benefited immeasurably from the musical arts programs in PPS. They are a gem and I can honestly say their high school and middle school would not be the same without the thriving music programs that are supported through taxpayer dollars and on the backs of the music instructors, the hard-working students, and enthusiastic volunteer parents.

Please do not chip away at funds for central fine and performing arts programs in our schools.

Andrew Rice
PPS Parent
Portland State University Professor of Physics

From: Stewart Schlazer
To: StateBoard Public Email
Subject: Public Comment: 7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date: Thursday, October 15, 2026 12:58:40 AM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the Oregon State Board of Education,

I am confused by the proposal to exclude the arts from Oregon's regular instructional materials adoption cycle. I wonder whether we recognize just how deeply the arts are woven into our daily lives.

Think about it: How often do you seek out art in some form? A TV show, a podcast, a song, a movie, a concert, a photograph on Instagram, or a YouTube short? Maybe you saved your money when you were younger to see your favorite band in concert, and it was an unforgettable experience. Maybe you're practicing a dance for your child's wedding, looking forward to a trip to Paris and a visit to the Louvre, or remembering a painting you made as a child that your parent proudly displayed on the refrigerator. That little painting was more than a picture. It was a daily reminder of your uniqueness, your creativity, and *you*.

Now imagine a life without those experiences—or without the opportunity to discover them in the first place. Imagine taking away the tools, equipment, and materials people need to create, express themselves, and experience the work of others.

Consider your child's school concert. You're excited to hear them play, but the sound of a worn-out saxophone struggles to fill the room. The buzzing on the 1990s amplifier and the worn-out cable. The same pieces of music they played last year. It was all new 35 years ago, but there has never been a budget to repair or replace it. Perhaps the school will hold a fundraiser. Maybe, someday, there will be new instruments. But what opportunities are lost while students wait?

I once thought I would become an architect or an engineer. Then I found music. It brought together everything I loved: math, structure, physicality, emotion, abstraction, beauty, poetry, connection, and nuance. Music engaged my whole body and brain. It gave me a way to think, feel, create, and connect with others that I had not found anywhere else. I am grateful that it is in my life everyday.

Every student deserves the opportunity to discover what the arts might unlock in them. For some, that discovery will be music; for others, it may be visual art, dance, theater, or another creative pursuit. We cannot know what a student might become if we do not give them the tools and resources to explore those possibilities.

Why, then, would we make it more difficult to provide students with the instructional materials they need to learn and grow through the arts? I have seen warehouses filled with curriculum materials from previous adoption cycles, awaiting updates to

reflect the latest developments and best practices. If we already recognize the value of regularly updating instructional materials in other subjects, why should the arts be treated differently?

Arts education should not depend on outdated materials, inadequate equipment, sporadic fundraising, or the good fortune of attending a school with extra resources. Students deserve access to meaningful, current, and well-supported arts instruction, regardless of where they live or which school they attend.

I urge the Oregon State Board of Education to retain the arts in the state's regular instructional materials adoption cycle and to support arts education fully, consistently, and equitably. The arts are not an optional extra in a well-rounded education. They are part of how we learn, how we express ourselves, how we understand one another, and how we discover who we can become.

Thank you for considering the experiences and opportunities of Oregon's students as you make this decision.

Stewart Schlazer
Oregon taxpayer, music teacher, parent, & more

From:	Ellen Osterkamp
To:	StateBoard Public Email
Subject:	Public Comment: Opposition to Excluding Arts from Instructional Materials Adoption (Meeting: October 15, 2026)
Date:	Thursday, October 15, 2026 5:52:48 AM

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[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

To: Oregon State Board of Education
From: Dr. Ellen Osterkamp, Dean of Arts, Lane Community College
Subject: Public Comment: Opposition to Excluding Arts from Instructional Materials Adoption (Meeting: October 15, 2026)

Dear Chair and Board Members,

I oppose the proposed rule changes that exclude arts education from Oregon's state instructional materials adoption cycle.

Removing arts from state adoption creates serious inequities across districts. While Oregon law mandates arts instruction, shifting curriculum vetting entirely to individual school districts means well-resourced areas with dedicated arts coordinators may manage this capacity, but rural and underfunded districts without specialized administrators will struggle to navigate commercial offerings independently. This guarantees access to high-quality arts materials depends on a student's zip code.

The proposal also compounds an existing gap in state-level expertise. Districts are already navigating arts curriculum needs without dedicated arts content specialists or consistent technical oversight at the Oregon Department of Education. Without a predictable state adoption process, local schools lose the primary framework they rely on to ensure materials meet state standards, cultural responsiveness goals, and rigorous pedagogical criteria.

Furthermore, codifying the arts' exclusion sends a damaging message about the post-secondary pipeline. Adoption cycles for the arts have already suffered indefinite postponements without clear explanation. Treating arts as optional rather than core academic subjects creates downstream disparities when incoming students lack equal access to foundational training, undermining readiness for post-secondary programs, creative industries, and the broader workforce.

I urge the Board to reject these proposed rule changes and direct the Oregon Department of Education to re-establish a predictable, transparent state adoption schedule for all arts disciplines. Please maintain centralized evaluation and technical guidance to support districts lacking subject-matter expertise, ensuring every student has access to state-vetted, high-quality instructional materials.

Thank you for your leadership in supporting comprehensive education for all Oregon students.

Respectfully,

Ellen Osterkamp, EdD
Dean of Arts, Lane Community College

From:	R. Rohrwasser
To:	StateBoard Public Email
Subject:	7.A. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule
Date:	Thursday, October 15, 2026 8:43:17 AM

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Dear Members of the State Board of Education,

I am a visual arts educator in the Sherwood district, writing to express concern about the proposed rule excluding the arts from the state's regular instructional materials adoption cycle.

Oregon requires districts to offer the arts, yet the instructional materials adoption cycle for dance, music, theatre, visual arts, and media arts have been postponed indefinitely. This proposed rule shifts responsibility to individual districts without a clear plan for consistent state support. When budgets are tight, arts education is often among the first programs reduced or eliminated, creating inequitable opportunities for students across Oregon. Arts education supports student engagement, creativity, belonging, and the development of durable skills essential for success beyond graduation.

I urge the Board to reconsider this exclusion, provide a clear timeline for instructional materials adoption, and strengthen state-level arts education expertise and oversight to help ensure every Oregon student has access to a high-quality, comprehensive arts education.

Thank you for your consideration.

Sincerely,

Raychell Rohrwasser
Visual Arts Instructor, Sherwood HS

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 10/15/2026
Title: HB 4154 Rules – Quarterly Attendance Reporting
Status: Second Reading/Adoption (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Andrea Lockard, Assistant Superintendent of RADAR, and Jon Wiens, Director of Reporting, Accountability, and Data
Topic Summary: HB 4154 requires that ODE adopt rules for the district preview of quarterly attendance data reporting.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

The Oregon Department of Education (ODE) currently collects and reports data on student attendance. When reporting attendance ODE classifies students in one of two categories:

- Regular attender: a student with an attendance rate of more than 90%; and
- Chronically absent: students with an attendance rate of 90%.

The ODE currently reports regular attendance and chronic absenteeism data each fall for the following students:

- Enrolled on the first school day in May; and
- with at least 75 days of enrollment in the school or district.

The requirements listed above align with the requirements for school accountability under the federal Every Student Succeeds Act (ESSA). They are also used for school district and public charter school accountability through the state Education Accountability Act (SB 141). Data are released for schools/districts as a whole and for various student groups.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   The Oregon Legislature passed HB 4154 during the 2026 legislative session. This law requires ODE to produce additional reports on regular attendance and chronic absenteeism for school districts and public charter schools. It also requires the following:

   - The reports must include all students with at least 10 days of enrollment at any time during the school year;
   - That ODE report attendance data four times per year; and
   - That ODE must provide a 15-day window prior to publication for school districts and public charter schools to review each report and to correct any data that may be in error.

   The bill also requires the State Board to adopt rules for the time and manner of the 15-day district review.

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   Yes, this item was presented as a first read in September.

4. **Why is this item coming before the Board now?**

   We are working to have the required rules adopted in October, in advance of the first district data review. That review is scheduled to commence in November of this year. We anticipate publication of the first report in December.

5. **Who requested or brought about the need for this item? (Select all that apply.)**

   ☐ ODE Staff
   ☐ Students
   ☐ Families
   ☒ Community-Based Organizations
   ☐ Culturally Specific Organizations
   ☐ School Districts
   ☐ Education Service Districts
   ☐ Charter Schools
   ☒ Oregon State Legislature
   ☐ Educational Associations
   ☐ Racial Justice Council

☐ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

There were several issues that the legislation sought to address, including:

- More frequent reporting of attendance, including when the school year is still in session. This will provide school communities and education partners with information while there is still time to address any emerging issues.
- Reporting that more closely aligns with data reported by a number of other states, making cross-state comparisons easier.[1]

ODE's current reports omit students with enrollment periods that do not meet the 75-day minimum or who are not enrolled on the first school day in May. This includes students who first attend late in the school year, students who leave the school prior to the first school day in May, and students who transfer schools during the school year. These mobile students often face additional educational challenges and are more likely to be in poverty or to be from historically underserved or marginalized student groups. By lowering the minimum enrollment time to ten days the new reports will include the additional students.

While the new reports will be more inclusive of all students, there are also challenges in reporting data for a 10-day enrollment timeframe. For example, students who leave school are sometimes removed from enrollment only after several consecutive days of absence, and in some cases after ten days of absence. Students in these situations are likely to be reported as chronically absent even if that was not the case prior to them leaving school.

Legislators also asked that these reports be used to inform schools and the public with the hope that they help raise awareness of and continue the focus on the importance of school attendance. They also asked that this data not be used in a punitive fashion or be used to compare one school against another.

[1] State reporting of attendance data varies considerably. Our analysis of the most recent national reporting shows that about half of states report attendance using the 10-day enrollment minimum.

Because of these nuances, ODE will work to provide schools district, charter schools, and the public with guidance on the limitations of the data and on the proper interpretation of the data included in the reports. ODE staff are working with our internal Every Day Matters and Tribal Attendance Promising Practices teams to help create this guidance. We will also consult with school districts, ESDs, and other members of the education community to help ensure our guidance is as complete as possible.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

   Please enter your answer here

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon

☐ Tribal lands
☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

We worked to include educators and community members from across the state.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

Participants were generally supportive of the early version of the draft rule presented to them. Much of the discussion in our feedback sessions was around the timing of the reports, and the distinction between our existing attendance reports and the new ones.

Reviewers also highlighted the importance of clear communication and guidance from ODE and suggested that we add those topics to the rule. This feedback led us to add sections 5 through 7 to the rule.

11. **Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

We have also presented these rules to the Ongoing Rules Community Advisory (ORCA). Prior to publication of the data we plan to engage with the education community to help us finalize our guidance for use and interpretation of the data.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. **After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

☒ No
☐ Yes; please review Appendix B: Grant Consolidation below.

13. **Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

The four new attendance review periods will add administrative impacts for school districts and public charter schools. Staff at those institutions will need to devote additional time to the

review of these new reports. While all school districts will see an additional burden of staff time, this may disproportionately affect those small or rural school districts and charter schools that have fewer staff resources to dedicate to this review.

14. **Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

    There is no fiscal impact on state agencies. ODE staff will absorb the additional time and effort needed for these new reports.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. **How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

    One goal of the legislation is to bring broader and more continued awareness of the importance of improving school attendance. Our data shows that systemically marginalized students face additional barriers to school attendance. If this reporting can help support ODE and school district efforts at improving school attendance, then it will be of benefit to those systemically marginalized students.

16. **How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

    The law will require additional work for some school district and charter school employees, as described above. In the short term there will be additional communications needed at the local level to help their communities understand and properly contextualize these reports.

17. **What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

    The long-term effects are not yet known. As mentioned above, one of the intents of the new law was to bring greater awareness to the issue of school attendance. If these reports support the effort to improve school attendance, then there should be a positive cumulative improvement in student outcomes.

18. What are the anticipated short- and long-term consequences of <u>inaction</u> on this item and who would experience those consequences?

The bill requires that ODE report attendance four times per year, starting with the 2026-27 school year. ODE staff will move forward with the reporting even if there is a delay in rules adoption.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

The language of the rule incorporates the key sections of HB 4154. We did not add additional specificity to the rule so that ODE can remain flexible in its approach as data and data systems evolve over time.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

Sections 5 through 7 of the draft rule were added based on feedback received through the engagement process. While these sections are not required by the bill, we received strong feedback that it was important to include language requiring ODE to produce guidance to educators and the public, and to provide publication dates well in advance of the reports.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

Our team is recommending that the Board adopt the rule as written.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)

☐ Materials and/or supplies
☒ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☐ N/A; this item has not previously been before the Board
☐ No; same as last month
☒ No; please review Appendix A: Second Reading below.
☐ Yes; please review Appendix A: Second Reading below.

APPENDIX A: SECOND READING

Appendix A should only be completed if "yes" is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

1. **Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

   We went back to the Ongoing Rules Community Advisory for a second round of feedback. Questions centered around ensuring that ODE provide strong district and public guidance for the reports. There were no comments on the rule language itself.

   We have also worked with ODE communications staff and leadership, and we have decided to rename theses reports as "Periodic Attendance" reports to better reflect the data included.

2. **Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

   We have not received additional feedback.

3. **Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

   As mentioned above, we have received additional suggestions for our public guidance and interpretation documents.

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

   There were no changes made to the rule language, but we have updated the title of the rule to "Periodic Attendance."

~~Quarterly~~ Periodic Attendance
Draft Rule

OAR 581-021-0670: ~~Quarterly~~ Periodic Attendance

(1) Definitions. As used in this rule:

(a) "School District" means a common or union high school district organized under ORS chapter 332.

(b) "Public Charter School" has the meaning given that term in ORS 338.005.

(c) "Regular Attender" means a student enrolled for at least 10 school days in a school district or public charter school who regularly attends school as determined under ORS 327.164 to 327.173.

(d) "Chronically Absent" means a student enrolled for at least 10 school days in a school district or public charter school who does not regularly attend school as determined under ORS 327.164 to 327.173.

(2) Beginning with the 2026-2027 school year and subsequently four times per calendar year, the Department of Education shall compile the following report for school districts, public charter schools and other public schools as determined appropriate by the department.

(a) The number of students in cumulative average daily membership that are enrolled for at least 10 school days;

(b) The total number of students in cumulative average daily membership who are regular attenders;

(c) The percentage of students in cumulative average daily membership who are regular attenders;

(d) The total number of students in cumulative average daily membership who are chronically absent; and

(e) The percentage of students in cumulative average daily membership who are chronically absent.

(3) The data source for the four reports will be the four collection periods of the Cumulative ADM collection.

(4) The compiled data shall be available for school district and public charter school review prior to publication as follows:

(a) The report will be available for review for at least 15 business days.

(b) Districts will be able to review the report and make adjustments to their Cumulative ADM data for the duration of the review.

(5) ODE shall publish guidance and technical documentation on how the compiled data will be made available for school districts and public charter school review.

(6) ODE shall publish the timeline for school district and public charter school review for the following school year.

(7) The compiled data shall be published on ODE's web page and shall include:

(a) Data for each school district and public charter school;

(b) Disaggregated data by student group to the extent practicable;

(c) Guidance on how the data should be interpreted and used, including any limitations of the data when making comparisons across school districts, schools and reporting periods; and

(d) Any changes to methodology that have been made to the report.

Statutory/Other Authority: ORS 326.051 & section 2, chapter 69, Oregon Laws 2026.

Statutes/Other Implemented: ORS 326.051 & section 2, chapter 69, Oregon Laws 2026.

Oregon Instructional Materials in Physical Education - Contract Years 2027-2034

* indicates "exemplary" program scoring of 80% or higher with no criterion score of zero.

**Instructional materials designated as "does not meet Oregon adoption criteria" may still be adopted as (1) supplemental materials or (2) in other course categories, at the discretion of local school boards.

School districts must complete an independent evaluation to independently adopt materials designated as "does not meet Oregon adoption criteria" in the category of Physical Education.

Category	Oregon Adoption Criteria	Publisher	Program Title and Evaluation	Copyright Date	Digital Only?	Available in Spanish and/or other languages	Price List	1.1 Alignment to Physical Education Standards	1.2 Strengths-Based Approach	1.3 Scope and Sequence	1.4 Practice and Skills	2.1 Engagement and Motivation	2.2 Culturally Responsive Instructional Support	3.1 Supports for Teachers	3.2 Supports for Students	3.3 Digital Design Elements*	4.1 Formative Assessment	4.2 Performance Assessments	Total Overall Criterion Score Points (22 points possible)	Legal Requirements	Publisher Response
Category 1: Grades K-5	MEETS*	SPARK Education	SPARK K-2, 3-6 Physical Education	2023	NO	N/A	Price List	2	1	2	2	2	1	2	2	1	2	2	19	Yes	Publisher Response
Category 1: Grades K-5	MEETS*	Quaver	Quaver PE K-5	2026	YES	N/A	Price List	2	2	2	2	1	1	1	2	2	2	2	19	Yes	Publisher Response
Category 1: Grades K-5	DOES NOT MEET**	PLT4M	PLT4M K-5 Physical Education	2025	YES	N/A		0	0	0	0	0	0	1	0	0	0	0	1	Yes	Publisher Response
Category 2: Grades 6-8	MEETS*	SPARK Education	SPARK Middle School PE		NO	N/A	Price List	2	1	2	2	2	1	2	2	2	2	2	20	Yes	Publisher Response
Category 2: Grades 6-8	MEETS	PLT4M	PLT4M Secondary Physical Education	2025	YES	N/A	Price List	1	1	1	2	1	1	2	1	2	1	1	14	Yes	N/A
Category 2: Grades 6-8	DOES NOT MEET**	Goodheart-Willcox	Fitness & Wellness Skills`	2025	YES	N/A		0	1	1	2	1	0	1	1	1	2	1	11	NO	N/A
Category 3: Grades 9-12	MEETS*	SPARK Education	SPARK High School PE	2024	NO	N/A	Price List	2	2	2	2	2	2	2	2	1	2	2	21	Yes	N/A
Category 3: Grades 9-12	MEETS	Goodheart-Willcox	Fitness & Wellness Skills	2025	YES	N/A	Price List	2	2	2	2	1	1	2	1	1	2	2	18	Yes	N/A
Category 3: Grades 9-12	DOES NOT MEET**	PLT4M	PLT4M Secondary Physical Education (Re-Evaluated 9/2026)	2025	YES	N/A		0	2	0	2	2	2	2	1	2	2	1	16	Yes	N/A

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 10/15/2026
Title: Physical Education Instructional Materials Adoption
Status: Second Reading/Adoption (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Deirdre Banning, Vanessa Martinez
Topic Summary: The 2026 recommended K-12 Physical Education Instructional Materials adoption list is ready for the State Board of Education's review.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

   The State Board of Education adopts instructional materials on a seven-year subject-matter cycle before October 31 each year. School Districts use the adopted instructional materials list to guide purchasing decisions for K-12 instructional resources. This state-level adoption process provides significant cost savings and quality assurance for all Oregon districts. At this time, state adoption results in a seven-year contract with publishers for the content area proposed for adoption. School districts may choose instructional materials from the adopted list or conduct an independent adoption.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**
   - ORS 337.050, OAR 581-011-0160 and OAR 581-011-0165
   - The cited rules and statute instruct the State Board of Education to adopt a list of core instructional materials according to the subject matter cycle adopted by the Board.
   - When possible, the adopted instructional materials list will include more than one instructional material program selection for each grade and subject field.

- The statute and rules are prescriptive in requiring adoption according to the cycle but provide flexibility in evaluation criteria and local district implementation.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

This is the second reading of the Physical Education instructional materials, recommended for adoption in October 2026. The recommended K-12 instructional materials list was brought to the board in September 2026 as a first-read written report only and received no feedback from the board.

The Board last adopted instructional materials for Physical Education in 2017. The updated Instructional Materials Evaluation criteria were presented to the State Board in December 2025 and adopted in January 2026.

4. Why is this item coming before the Board now?

The timing for a Board review and adoption in September and October of 2026 is aligned with the current state-board adopted subject matter cycle, and to the relevant ORS and OARs. If adopted the instructional materials list contract period would begin in February 2027, so that districts may adopt for the following 2027-2028 school year.

5. Who requested or brought about the need for this item? (Select all that apply.)

☒ ODE Staff
☐ Students
☐ Families
☐ Community-Based Organizations
☐ Culturally Specific Organizations
☐ School Districts
☐ Education Service Districts
☐ Charter Schools
☒ Oregon State Legislature
☐ Educational Associations
☐ Racial Justice Council
☐ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

   The committee was selected based on regional and school district settings to balance urban, suburban, and rural representation. Applicants provided their geographic location and demographic information. Applicants also provided information about their expertise in culturally responsive pedagogy, adaptive Physical Education, their familiarity with the previous Oregon and national standards, and their experience providing Physical Education instruction. Participant identities, experiences, and expertise informed the panel selection and standards development process.

   During the summer of 2026, the Physical Education Instructional Materials Evaluation Committee, composed of 15 K-12 Physical Education educators, received a combination of synchronous and self-paced training. The training included equity grounding, review of the current academic content standards and adoption criteria, and training on providing ratings, high-quality feedback grounded in evidence, and practicing a group consensus protocol. These trainings were to encourage equitable group decision-making around evaluation ratings, and to provide accuracy and transparency in the evaluation process. Additionally, the panel received technical training in scoring and writing high-quality feedback statements. Culturally responsive criteria are also embedded in the evaluation tool (also known as the IMET), to support an equitable evaluation process

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)

☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☐ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

The list of Physical Education materials is intended for use by school districts across the state. It is important that the perspectives of educators from each region are part of the evaluation committee. ODE conducted a statewide recruitment process with the goal of ensuring statewide representation in education, including all regions. Of the applicants, educators representing different geographical perspectives were prioritized, and additional recruitment efforts were made for unrepresented or underrepresented regions (namely Central, Southeast, and Southwest). The resulting 15-person committee includes representation of 13 districts and 9 ESDs across the state.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

The most comprehensive, statewide engagement and feedback process was conducted during the development of the 2025 Physical Education standards. These standards were later used as the basis for the Instructional Materials Criteria development, and later the Instructional Materials Evaluation Tool (IMET). The engagement process was as follows:

- The first step in ODE's process involved gathering information from Physical Education teachers via a survey to determine the benefits of the current standards and gather input on what could be improved.
- The second step was to invite Physical Education teachers, administrators, and community members to serve on a Physical Education Standards Review Panel. The panel consisted of licensed physical education teachers, school administrators, and community members.

- The third step included gathering both internal and external feedback on the proposed and revised standards. The revision process for the proposed standards intentionally incorporated a wide variety of feedback loops to ensure a broad scope of input to guide final decisions.

Additional engagement and feedback were conducted in the criteria development process, in which committees of Physical Education educators reviewed and revised the drafted criteria to evaluate PE materials. This feedback was incorporated in multiple rounds, and the final draft was reached via consensus protocol. This was brought to the State Board for review and adoption in December 2025 and January 2026. Key feedback from the criteria committee included:

- The need for age- and developmentally- appropriate resources that help students develop physical literacy skills.
- The value of having teacher support materials that help educators confidently implement the new standards

This feedback directly influenced the evaluation criteria, with committee members prioritizing materials that demonstrated strong alignment with equitable student engagement standards.

And finally, in the evaluation committees, PE educators evaluated the materials against the state-adopted criteria, including an individual, then a group evaluation. These evaluations include ratings and comments. When developing the final group evaluation (being brought to the State Board as the program evaluation scorecard), the committee also used a consensus-building protocol and provided specific evidence from the materials to support their ratings. When disagreements arose during scoring, committee members used the established rubric and engaged in structured discussions facilitated by ODE staff.

Once the evaluation was complete, the results were shared with the program publishers, who have the opportunity to write a publisher's response, included in the adopted instructional materials list. Additionally, publishers had the opportunity to appeal for a re-evaluation.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

No additional engagement is typically held after the work of the evaluation committee is completed. After approval by the board, the list of adopted instructional materials will be shared on ODE's webpage, with ESDs, and school districts.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

School districts are required to provide core, or basal, instructional materials for student use. School districts may decide to purchase new materials or reevaluate current materials for alignment to state standards. Local school district funding is used to purchase materials. The current seven-year cycle allows districts to plan spending on materials. Districts can adopt from the state-adopted Physical Education instructional materials list or conduct an independent adoption of a program that better meets their community's needs. And additionally, districts have the option to request a postponement of adoption of Physical Education materials, if needed.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

ODE incurs administrative costs for facilitating the evaluation process, maintaining the adopted materials list, and providing technical assistance to districts.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The identification and adoption of instructional materials aligned to the new Physical Education standards provides districts with the opportunity to fully address the best instructional practices in Physical Education. The review of instructional materials is an opportunity to establish a vision for equitable, inclusive, and standards-aligned Physical Education instruction that supports physical literacy, movement competence, health-enhancing behaviors, and lifelong wellness. Adoption of the Physical Education materials list aligns with ODE's vision that "Every student, every day, has access to meaningful, affirming, grade-level instruction."

By conducting a state-level instructional materials adoption process, all school districts have access to a list of vetted high-quality instructional materials. The State Board's adoption of the approved list for Physical Education supports districts in selecting instructional materials aligned to the 2025 Physical Education standards and current best instructional practices.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

The adoption of high-quality instructional materials aligned to the 2025 Physical Education Standards will significantly benefit school district employees. These materials intentionally center building lifelong physical literacy skills and social-emotional skills. The Physical Education materials have been evaluated by a committee of educators to ensure that they sufficiently align with Oregon standards, are culturally responsive, include supportive assessments, and are supportive to students and educators.

For teachers, having high-quality instructional materials reduces the emotional and intellectual labor of constantly supplementing inadequate resources or correcting problematic content. The adopted materials will also reduce the administrative burden on all teachers who would otherwise need to spend significant time researching, creating, or locating supplemental materials to address gaps in existing curricula.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

School districts may save time and money by selecting from a pre-vetted list rather than conducting independent evaluations, while receiving guaranteed contract pricing for seven years that enables better budget planning. Teachers will gain immediate access to materials specifically designed to support the 2025 Physical Education Standards, reducing preparation time and providing ready-to-use instructional resources, assessments, and learning progressions aligned to the standards. This will positively impact Physical Education instruction received by students in Oregon in the long term.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Without an adopted list, school districts will need to complete their own identification, review, and evaluation of K-12 instructional materials, or rely on the previously adopted 2018 instructional materials list, which is not aligned to current PE state standards or criteria.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

The Oregon Department of Education requests that the State Board of Education adopt core instructional materials for Physical Education with a contract period beginning February 1, 2027, and ending June 30, 2034.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

The proposed Physical Education instructional materials list directly responds to feedback gathered through the standards revision process, instructional materials criteria development, and educator evaluation committees. Physical Education educators emphasized the need for age- and developmentally appropriate resources that support students' physical literacy, social-emotional development, and lifelong wellness, as well as teacher support materials that help educators confidently implement the 2025 Physical Education Standards. The adopted materials were evaluated using state-approved criteria that prioritize standards alignment, culturally responsive practices, equitable student engagement, and instructional quality, ensuring the selected programs reflect the needs identified by Oregon educators.

This action aligns with the Board's Mission by supporting equitable access to high-quality instructional materials that help every Oregon student engage in meaningful physical education experiences. By providing districts with a vetted list of standards-aligned resources, the adoption process reduces barriers to identifying quality materials and promotes consistent access to effective instruction across the state.

The adoption reflects the Board's Vision and Values by advancing belonging, wellness, and educational opportunity for all students. The evaluation process incorporated diverse geographic perspectives from educators representing rural, suburban, and urban communities, as well as expertise in adaptive Physical Education and culturally responsive teaching practices. The resulting materials support inclusive learning environments where students of diverse backgrounds, abilities, and identities can see themselves reflected and participate meaningfully in physical education.
The transparent evaluation process, use of evidence-based scoring protocols, and inclusion of educator voice throughout the review process demonstrate the Board's commitment to integrity, transparency, and shared responsibility. Additionally, districts retain the flexibility to select from the adopted list or pursue an independent adoption process, preserving local decision-making while ensuring statewide access to high-quality Physical Education instructional materials that support student success and lifelong wellness.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.
The Department recommends that the State Board of Education adopt the list of core instructional materials for Physical Education.

The rigorous evaluation process ensures that recommended materials align to the 2025 Physical Education Standards and support physical literacy, inclusive participation, culturally responsive instruction, appropriate assessment practices, and developmentally appropriate learning experiences.

The proposed instructional materials list and supports provide districts with curated materials and transparent evaluation criteria, empowering local decision-making while ensuring quality standards. Districts retain autonomy to select materials that best serve their communities or pursue independent adoptions, creating a distributed accountability model that respects local context while maintaining statewide quality assurance. The seven-year contract cycle also provides predictable planning opportunities that support sustainable resource allocation.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

☐ N/A; this item does not require any additional support.
☒ Communications plan
☒ Technical assistance, professional development, and/or coaching
☐ Direct or differentiated support for small, rural, or remote school districts
☐ Corrective Action Processes
☐ Safety measures
☐ Organizational culture or practice changes (change management)
☐ Materials and/or supplies
☒ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☐ N/A; this item has not previously been before the Board
☒ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 10/15/2026
Title: Civil Rights Coordinator Rules – Technical Fix
Status: Second Reading/Adoption (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Marinda Peters; Kate Hildebrandt
Topic Summary: This item is being brought forward as a technical fix. Adopting the temporary rules as permanent will restore the intention of the SBE's vote to require the submission Coordinator contact information to the Department and restore the rule that requires districts to designate one or more civil rights coordinators. Without these permanent rules, districts will not be able to effectively implement ORS 332.505(2)

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

HB 2281 was introduced in the 2023 legislative session and went into effect on January 1, 2024, ORS 332.505(2)). It requires every district and public charter school to designate one or more Civil Rights Coordinators to oversee compliance with state and federal nondiscrimination law. The Civil Rights Coordinator program is overseen by the Civil Rights Unit at ODE. Training and technical assistance is provided by Civil Rights Specialists within that unit. Civil Rights Coordinators are required to undergo training upon designation and annually thereafter. Civil Rights Specialists also provide training and technical assistance to the federally required Coordinators pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. When a civil rights concern is brought forward, including when it is brought to the attention of the Civil Rights Unit, district Civil Rights Coordinators and/or other federally required Coordinators are engaged, as appropriate. The goal is often to resolve the concern at the local level, when possible, and help students regain access to their education

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   ORS 332.505(2)(a)(E) – flexibility for adopting rules regarding the designation of one or more Civil Rights Coordinators: "Comply with any rules adopted by the State Board of Education for the purpose of implementing this paragraph"

   ORS 659.850(3) – flexibility for adopting rules regarding discrimination in education prohibited: "Adopt rules that provide that no public elementary or secondary school shall discriminate in determining participation in interscholastic activities"

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   Yes. In May 2024 the Board approved OAR 581-021-0655 Duty to Designate One or More Civil Rights Coordinators. In March 2026 the Board approved the rule "Submission of Coordinator Contact Information" which was meant to be recorded as OAR 581-021-0665.

4. **Why is this item coming before the Board now?**

   On March 19, 2026, the State Board of Education voted to amend OAR 581-021-0655. However, the Department's intent was to request the State Board of Education to amend OAR 581-021-0665 instead of -0655. This resulted in accidental replacement of language in OAR 581-021-0655 which required district to designate one or more Civil Rights Coordinators. The Department is asking the State Board to adopt the temporary rule language to return OAR 581-021-0655 to its original intended language (which was not intended to be replaced), and to adopt the temporary rule language of OAR 581-021-0665 (Submission of Coordinator Contact Information) adopted in March 2026 within the correct rule.

   Adopting the temporary rules as permanent will restore the intention of the SBE's vote to require the submission Coordinator contact information to the Department and restore the rules that require districts to designate one or more civil rights coordinators. Without these permanent rules, districts will not be able to effectively implement ORS 332.505(2).

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations

☐ Culturally Specific Organizations
☐ School Districts
☐ Education Service Districts
☐ Charter Schools
☐ Oregon State Legislature
☐ Educational Associations
☐ Racial Justice Council
☐ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

   The Equity Decision Tree clarified that approving the technical fixes as permanent rules is a long-term foundational decision with minimal variables at play. The groups most affected are district officials who are responsible for ensuring Civil Rights Coordinators and federally required Coordinators are designated and reported to the Department.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   ☒ No
   ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   ☒ N/A; this item does not intersect with other state entities.
   ☐ Oregon Health Authority (OHA)
   ☐ Department of Early Learning and Care (DELC; formerly ELD)

☐ Educator Advancement Council (EAC)
☐ Higher Education Coordinating Commission (HECC)
☐ Youth Development Oregon (YDO)
☐ Teacher Standards and Practices Commission (TSPC)
☐ Oregon Housing and Community Services (OHCS)
☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   ☐ Northeast Oregon
   ☐ Central and Southeast Oregon
   ☐ Southwest Oregon
   ☐ Willamette Valley and Central Coast
   ☐ Northwest Oregon
   ☐ Tribal lands
   ☐ Other: _____

   Why did your office/team focus on the above geographical perspective(s)?

   Making the Civil Rights Coordinator Rules permanent impacts all Oregon regions equally and no region was specifically targeted for engagement.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

    Engagement for the Civil Rights Coordinator rules adopted in 2024 included communities and families, school districts, and education partners. The feedback indicated that community groups wanted Coordinator accountability measures and reporting requirements. District partners expressed concern that requiring the reporting of this information would create administrative burden if not part of a universal reporting system, which was not yet established at that time. For that reason, the Civil Rights Coordinator rules adopted in 2024 did not include reporting Coordinator contact information. In August of 2025, the ODE's Office of Finance and Information Technology launched the Institution Staff Maintenance system, which has allowed district staff contact information to be submitted through a centralized application. The improved system mitigates district partners' concerns. Ongoing engagement

with those district partners has emphasized that there is not a need from the field to amend the draft rule. Instead, efforts will be focused on enhancing ODE's systems internally to effectively manage and utilize the contact information submitted by districts.

There was no specific engagement in seeking to make the rules permanent as this is a technical fix and the SBE already voted to approve the rule language in May 2024 and March 2026.

11. **Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

    There are no planned engagement opportunities as it relates to the technical fix and making the rules permanent as the SBE already voted to approve the rule language in May 2024 and March 2026.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. **After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

    ☒ No

    ☐ Yes; please review Appendix B: Grant Consolidation below.

13. **Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

    There are no fiscal impacts on districts in making the rules permanent.

    There may be minimal administrative burden as districts are currently implementing the temporary rule because districts will submit Civil Rights Coordinator, Title IX Coordinator, Section 504 Coordinator, and Title II/ADA Coordinator contact information to the Department through the newly established Staff Maintenance System of the unified application. This rule does not create new Coordinator requirements, however. These individuals are already required to be designated. Small, rural, or remote communities are more likely to have one staff member hold multiple Coordinator roles and may have less contact information in their submissions.

14. **Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

    No.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. **How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

    Voting in favor of this rule will clarify the responsibilities of districts as it relates to Civil Rights Coordinators and ultimately give students and their families better access to information on their civil rights. This includes information on how to file a local discrimination complaint as well as options for informal resolutions and preventing future acts of discrimination.

16. **How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

    Board action on this rule will ultimately provide school district employees and volunteers clarity and ultimately ensure better access to information on state and federal civil rights laws. This includes information on the local discrimination complaint process and preventing discrimination in education programs and activities

17. **What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

    There will be no short-term or long-term consequences as districts are already required to adhere to the temporary rules.

18. **What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

    Inaction on this item will cause the rules to revert back to inaccurate rule numbers which will remove the rule related to districts' "**Duty to Designate One or More Civil Rights Coordinators"** which was voted in by the SBE in 2024 to implement ORS 332.505(2)

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

Technical fix to the rule numbers as they were meant to be recorded in order to reinstate the rules as approved by the Board:
OAR 581-021-0655 - Duty to Designate One or More Civil Rights Coordinators
OAR 581-021-0665 Submission of Coordinator Contact Information

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

Reinstating the rules as they were voted on by the Board would respond to the feedback received through many engagement strategies that were implemented since the passage of ORS 332.505(2).

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

We are asking the Board approve the rule numbers as they were meant to be recorded in order to reinstate the rules as approved by the Board:
OAR 581-021-0655 - Duty to Designate One or More Civil Rights Coordinators
OAR 581-021-0665 Submission of Coordinator Contact Information

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☒ N/A; this item does not require any additional support.
- ☐ Communications plan
- ☐ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies

☐ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☒ N/A; this item has not previously been before the Board
☐ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.

APPENDIX A: SECOND READING

Appendix A should only be completed if "yes" is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

1. **Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

   There were no additional engagement activities since the first read written report on September 17, 2026.

2. **Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

   No additional public comment has been received on this item.

3. **Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

   Because there have not been engagement activities, public comments, or any questions or concerns brought forth by ORCA or the SBE, no additional learnings have been accounted for.

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

   There are not changes to this item since the first reading

APPENDIX B: GRANT CONSOLIDATION

Appendix B should only be completed if "yes" is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.

1. **Please indicate which of the following underlying processes are required for this grant program.**

- ☐ Conduct a needs assessment
- ☐ Gather and provide additional data
- ☐ Submit an application to ODE
- ☐ Submit a report to ODE
- ☐ Submit a plan to ODE
- ☐ Submit a budget to ODE
- ☐ Conduct community engagement
- ☐ Other: _____

2. **How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

   Please enter your answer here

3. **How are the grant requirements differentiated for small and rural school districts?**

   Please enter your answer here

APPENDIX C: TRIBAL CONSULTATION

Appendix C should only be completed if "yes" is selected for question 7. Using plain language, this section should provide additional detail on how the nine federally recognized tribes were formally consulted as part of the development of this item.

1. **Please indicate which of the nine federally recognized tribes in Oregon the Department consulted with.**
   - ☐ Burns Paiute Tribe
   - ☐ Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
   - ☐ Confederated Tribes of Grand Ronde
   - ☐ Confederated Tribes of Siletz
   - ☐ Confederated Tribes of Umatilla Indian Reservation
   - ☐ Confederated Tribes of Warm Springs
   - ☐ Coquille Tribe
   - ☐ Cow Creek Tribe Band of Umpqua
   - ☐ Klamath Tribes
   - ☐ Other: _____

2. **Please describe when and how the Department consulted with the above federally recognized tribes.**

   Please enter your answer here

3. **Please provide a brief summary of the feedback your office/team received through the consultation process. How did this feedback influence the development of this item?**

   Please enter your answer here

4. **What tribal interests were identified through the consultation process? How will Board action impact those interests? How will Board action directly and indirectly impact AI/AN and tribally affiliated students?**

   Please enter your answer here

5. **How does Board action support tribal sovereignty? Would inaction by the Board affect relational trust built during the consultation process and, if so, how?**

   Please enter your answer here

APPENDIX D: TRIBAL COMMUNICATION

Appendix D should only be completed if "yes" is selected for question 7. Using plain language, this section should provide additional detail on how the nine federally recognized tribes were formally communicated with as part of the development of this item.

1. **Please indicate which of the nine federally recognized tribes in Oregon the Department communicated with.**
   - ☐ Burns Paiute Tribe
   - ☐ Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
   - ☐ Confederated Tribes of Grand Ronde
   - ☐ Confederated Tribes of Siletz
   - ☐ Confederated Tribes of Umatilla Indian Reservation
   - ☐ Confederated Tribes of Warm Springs
   - ☐ Coquille Tribe
   - ☐ Cow Creek Tribe Band of Umpqua
   - ☐ Klamath Tribes
   - ☐ Other: _____

2. **Please describe when and how the Department communicated with the above federally recognized tribes.**

   Please enter your answer here

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to the duty to designate one or more civil rights coordinators. The proposed new text is bold.

Current Rule Link: Oregon Administrative Rule (OAR) 581-021-0655

Rule Number: 581-021-0655
Rule Title: Duty to Designate One or More Civil Rights Coordinators

(1) Each district must designate one or more civil rights coordinators. A civil rights coordinator designated under this rule must:

(a) Be knowledgeable of the requirements of OAR 581-0021-0038, 581-021-0045, 581-021-0046, and 581-021-0660; and

(b) Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660.

(2) Each district must include the name or title, work address, email address, and phone number of each civil rights coordinator designated by the district in the notice of nondiscrimination required by OAR 581-021-0045.

(3) Each district must adopt and follow a policy for the purpose of implementing OAR 581-021-0650 to 581-021-0660. At a minimum, the policy must:

(a) List the requirements of OAR 581-021-0660 and require each civil rights coordinator designated by the district to meet those requirements.

(b) Specify that any complaint alleging discrimination may be made to any civil rights coordinator designated by the district.

(c) Require the tracking and documenting of:

(A) All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and

(B) The training completed by each civil rights coordinator designated by the district pursuant to OAR 581-021-0660.

(4) A civil rights coordinator designated under this rule may be a person employed by a district for purposes other than those set forth in OAR 581-021-0660.

(5) Pursuant to a contract entered into between a school district and an education service district, an education service district may designate and provide one or more civil rights coordinators for the school district. If an education service district designates and provides one or more civil rights coordinators for a school district, the education service district assumes the school district's duties under OAR 581-021-0650 to OAR 581-021-0660 to the

extent that the contract delegates those duties. An education service district may designate and provide the same civil rights coordinator for multiple districts.

Statutory/Other Authority: **ORS 326.051, ORS 332.505, ORS 338.115, & ORS 659.855**
Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115, & ORS 659.855

The proposed text to be removed is below in bracketed italics.

Rule Title: Submission of Coordinator Contact Information

[Submission of Coordinator Contact Information

(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:

(a) Each civil rights coordinator designated by or for the district pursuant to OAR 581-021-0655; and

(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(2) The contact information required by subsection (1) of this rule shall include, at a minimum, each coordinator's name or title, work address, email address, and telephone number.]

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to the submission of coordinator contact information. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule (OAR) 581-021-0665

Rule Number: 581-021-0665
Rule Title: Submission of Coordinator Contact Information

[Applicability Clause] **Submission of Coordinator Contact Information**

[A civil rights coordinator designated under OAR 581-021-0655 before July 1, 2024, must complete the training required by OAR 581-021-0660 (2) by June 30, 2025.]

(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:

(a) Each civil rights coordinator designated by or for the district pursuant to OAR 581-021-0655; and

(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(2) The contact information required by subsection (1) of this rule shall include, at a minimum, each coordinator's name or title, work address, email address, and telephone number.

Statutory/Other Authority: [*ORS 326],* **ORS 326.051**,[*ORS 327.006, ORS 327.102]* **ORS 332.505**, ORS 338.115, & ORS 659.855
Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115, & [*ORS 659.850]* **ORS 659.855**

PCB Grant Permanent Rules

Aaron Rivera, Assistant Superintendent of Office of Finance Administration

Michael Elliott, Managing Director of School Finance and Facilities

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PCB Grant needs to be done this biennium

- SB 1601 passed March 2026 created grant
- Legislature authorized $2 million for grant for 2025-27 biennium
- Money has to be spent by June 30, 2027 (9 months away)
- Rules need to be permanent to cover the rest of the biennium

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OAR and Grant Timeline

April 2026	May 2026	September 2026	October 2027
State Board adopted temporary rules to facilitate grant launch	Grant applications opened with 1 successful district	Board accepted written comment for first read of permanent rules	Adoption of permanent rules requested

PCBs are hazardous to your health

- PCBs are polychlorinated biphenyls
- Frequently used in building materials between 1950 and 1980
- Linked to several serious health concerns:
  - Immune system problems
  - Cancer
  - Neurological problems

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PCB Testing Grant – Prioritized districts ready to test

- Applications opened May 1, 2026 to May 31, 2026
- Applications must include
  - Documentation of community concern
  - Estimate of costs to test
  - District has tested at least one building
  - Assurance that contracted organization follows all state and federal regulations
  - Assurance expenditures incurred by June 30, 2027
  - 50% of district's buildings built between 1950-1980

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PCB Grant Reimbursement Process

- Districts submit
  - Testing results
  - Invoices
  - Certification of compliance with state and federal regulations

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OREGON
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EDUCATION

Questions?

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Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 10/15/2026
Title: OAR 581-027-0060 PCB Testing Grant
Status: Second Reading/Adoption (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Michael Elliott, Managing Director of School Finance and Facilities; Aaron Rivera, Assistant Superintendent of Office of Finance and Administration
Topic Summary: The PCB Grant, created in 2026, provides funds to districts to reimburse for PCB testing to make their schools safer. Because ODE needed to launch the grant quickly, the State Board adopted temporary rules in April. We are asking the State Board to adopt permanent rules now.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

   The Polychlorinated biphenyls (PCB) Grant was created by the legislature in 2026 under SB 1601 to help districts test their school facilities for PCBs, dangerous chemicals that were frequently used in building construction from 1950-1970. Because the PCB Grant was funded with money that ends June 30, 2027, ODE had to work quickly to develop the grant so that districts could take advantage of the grant. The State Board adopted temporary rules in April 2026 to allow ODE to open applications so that districts could take advantage of the PCB Grant. The temporary rules are set to expire and because the PCB Grant has not ended, permanent rules are needed.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

SB 1601 (2026) established the use of the Healthy Schools Facility Fund under ORS 327.008 to pay for the PCB Testing. SB 1601 also provided $2 million in one-time funds to pay for the costs of the test. The language in SB 1601 is very broad and allows the State Board and ODE significant flexibility when it comes to designing the grant. ODE wrote the temporary rules to allow for a quick application period with an understanding the funding was one time funds. If the funding becomes more permanent, then ODE will modify the grant.

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   The rules had their first reading September 2026.

4. **Why is this item coming before the Board now?**

   Temporary rules are valid for 180 days. To ensure continuity for the grant, ODE is asking the State Board for a permanent rule adoption.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☐ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☒ Other: Legislature

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

   Because the grant is funded with one-time funds, ODE prioritized those districts that would be able to complete testing by June 30, 2027. ODE also prioritized those districts with a majority of their buildings built between 1950 and 1970 because those buildings are most likely to have PCBs present that need to be removed.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

   N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☐ Northeast Oregon
   - ☐ Central and Southeast Oregon
   - ☐ Southwest Oregon

☒ Willamette Valley and Central Coast
☐ Northwest Oregon
☐ Tribal lands
☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Based on pre-grant communications it was clear that districts in the Willamette Valley and Central Coast were the districts that were best situated to take advantage of the grant.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

The original proposed rules had stricter requirements than were necessary. Based on the feedback from education partners, the temporary rules that were adopted were less strict, enabling better participation in the grant. There has been no additional feedback on the temporary rules and no changes to the temporary rules.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

We will be presenting this to the ORCA for additional feedback.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☐ No
☒ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

No.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

Those students that go to school in districts that receive this grant will have their older buildings tested. If PCBs are found, it is presumed districts will take steps to remove those PCBs ensuring a healthier school for those students. This will help all students attending those buildings.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Those staff working in buildings that are tested will develop a better sense of belonging and wellness knowing that their buildings are free of PCBs.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

If the Board adopts the rules in the short term, the PCB Grant will have a stable rule foundation for success in the short term.
In the long term, the adoption of this rule will enable the Board to ensure that students have access to safer school facilities.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

If the Board does not take action, then the temporary rules will expire. That could lead to a failure of the grant.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

We are bringing the temporary rules forward as a whole for first reading for permanent rules. We have not changed anything from the temporary rules.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

We have not received additional feedback since the temporary rules went into effect.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

We recommend the Board to move this forward to second read in October. By adopting these rules in October, the Board will demonstrate its commitment to belonging and wellness.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☐ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☐ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

☐ N/A; this item has not previously been before the Board
☒ No; please review Appendix A: Second Reading below.
☐ Yes; please review Appendix A: Second Reading below.

APPENDIX A: SECOND READING

Appendix A should only be completed if "yes" is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

1. **Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

   We have connected with ORCA. The grant is underway and the eligible districts have received their grant agreements and with the understanding that this grant has one time funds, then

2. **Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

   No additional public comment has been provided.

3. **Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

   The grant is underway and operating smoothly. Also, we have not received any new concerns from the pubic or school district personnel. Therefore, no additional information or learning has needed to be incorporated.

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

   No changes.

APPENDIX B: GRANT CONSOLIDATION

Appendix B should only be completed if "yes" is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.

1. **Please indicate which of the following underlying processes are required for this grant program.**
   ☐ Conduct a needs assessment
   ☐ Gather and provide additional data
   ☒ Submit an application to ODE

☐ Submit a report to ODE
☐ Submit a plan to ODE
☐ Submit a budget to ODE
☐ Conduct community engagement
☐ Other: _____

2. **How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

   This grant is restricted to PCB testing and has to be completed within a year. ODE staff focused their efforts on those districts that would be able to take advantage of the grant funds within the time period.

3. **How are the grant requirements differentiated for small and rural school districts?**

   No differentiation.

581-027-0060 PCB Testing Grant

(1) The following definitions apply to this rule:

(a) "Department" means the Oregon Department of Education;

(b) "District" means a school district organized under ORS Chapter 332; and

(c) "PCB" means polychlorinated biphenyls.

(2) The PCB testing

(2) Only Districts are eligible to apply for the PCB Testing Grant.

(3) The Department shall post the application on the Department's website by April 30, 2026.

(4) Applications by Districts must be submitted between May 1, 2026 and May 31, 2026.

(5) Eligible applications shall include:

(a) Evidence that the District has already tested one building for PCBs;

(b) Estimated costs to complete the testing for the remainder of the District's facilities;

(c) Documentation that the District's community has raised a concern about PCB contamination in District's buildings in the past year;

(d) An assurance that all testing expenses will be incurred by June 30, 2027; and

(e) An assurance that the organization contracted by the District to perform the PCB testing will comply with all state and federal regulations covering PCB contamination testing.

(6) The Department shall review all applications against ODE's school facilities data collection to ensure applicants have at least 50% of their buildings built between 1950 and 1980. The Department shall reject an application if the District does not meet this standard.

(7) The Department shall approve applications in the order they were received. The Department shall commit PCB Testing Grant funds to approved applications in the order they were approved. Once all PCB Testing Grant funds have been committed, no additional applications shall be reviewed.

(8) A District shall sign a grant agreement with the Department before any funds are disbursed to the District.

(9) Expenses eligible to be reimbursed shall include all costs to be paid to the organization contracted to conduct the testing conducting the testing. Districts may not claim any administrative costs for this grant.

(10) Districts shall submit the following when requesting reimbursement from the Department:

(a) Invoices from their contracted testing organization;

(b)Testing results provided by the contracted testing organization; and

(c) Certification by the contracted testing organization that the organization has complied with all relevant state and federal regulations.

(11) All expenses must be incurred by June 30, 2027. Any expense incurred after that date may not be reimbursed through the PCB Testing Grant.

Statutory/Other Authority: ORS 327.008.

Statutes/Other Implemented: ORS 327.008; 332.337.

Education Accountability Act Implementation: Division 22 & 24 Review

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Lindsay Baker
Strategic Initiatives Officer | *Interim* Deputy Director of Operations
Oregon Department of Education

October 15, 2026

Grounding in SB 141 (2025)

SB 141 (2025), Sec 29 directed third party review of rule requirements under Divisions 22 and 24. The review must identify:

- Standards that **best support student outcomes** that should be prioritized;
- Standards that make **less significant contributions** that can be removed;
- **Effective methods for enforcing** whether a district is standard;
- A **clear complaint process** including timelines for investigating and resolving the complaint.

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Education NW (through the Northwest Comprehensive Center) performed this review. A report on the review, including any recommendations for statutory change, is due to the legislature by Dec 15, 2026.

Process and Approach

- Standards analysis
- Stakeholder engagement
  - Legislators
  - Families
  - District and ESD Superintendents
  - Educators
  - Education focused organizations
- ODE staff rule “owner” survey
- Research review and state comparison

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Key Findings

- Oregon's standards system has expanded without a formal review process
- Not all standards should be monitored the same way
- Oregon's Accountability System is perceived as reactive rather than proactive
- Division 24 no longer reflects the modern role of Education Service Districts

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Recommendations: Foundational

- Establish a transparent governance process that:
  - Uses evidence-based criteria to evaluate standards
  - Aligns standards with Oregon's five student success priorities
  - Applies the same review process to future legislation and administrative rules

Recommendations: Division 22

- Retain only essential statewide minimum standards that are binary and directly connected to student outcomes
- Relocate educational quality standards into a separate regulatory school quality framework
- Develop a statewide school quality framework and annual school quality report aligned to Oregon's five student success priorities
- Shift ODE's role toward differentiated monitoring, technical assistance, and continuous improvement
- Improve awareness, accessibility, and transparency of the complaint process while integrating it into Oregon's broader accountability system

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Recommendations: Division 24

- Remove obsolete provisions and retain only essential statewide requirements
- Position the local service plan as the central accountability instrument connecting services, funding, and measurable outcomes
- Require districts to evaluate the quality and effectiveness of ESD services
- Move to a biennial local service plan cycle with performance reporting aligned to Oregon's budget cycle
- Clearly define the complementary roles of ODE and ESDs in implementing statewide initiatives and providing regional support

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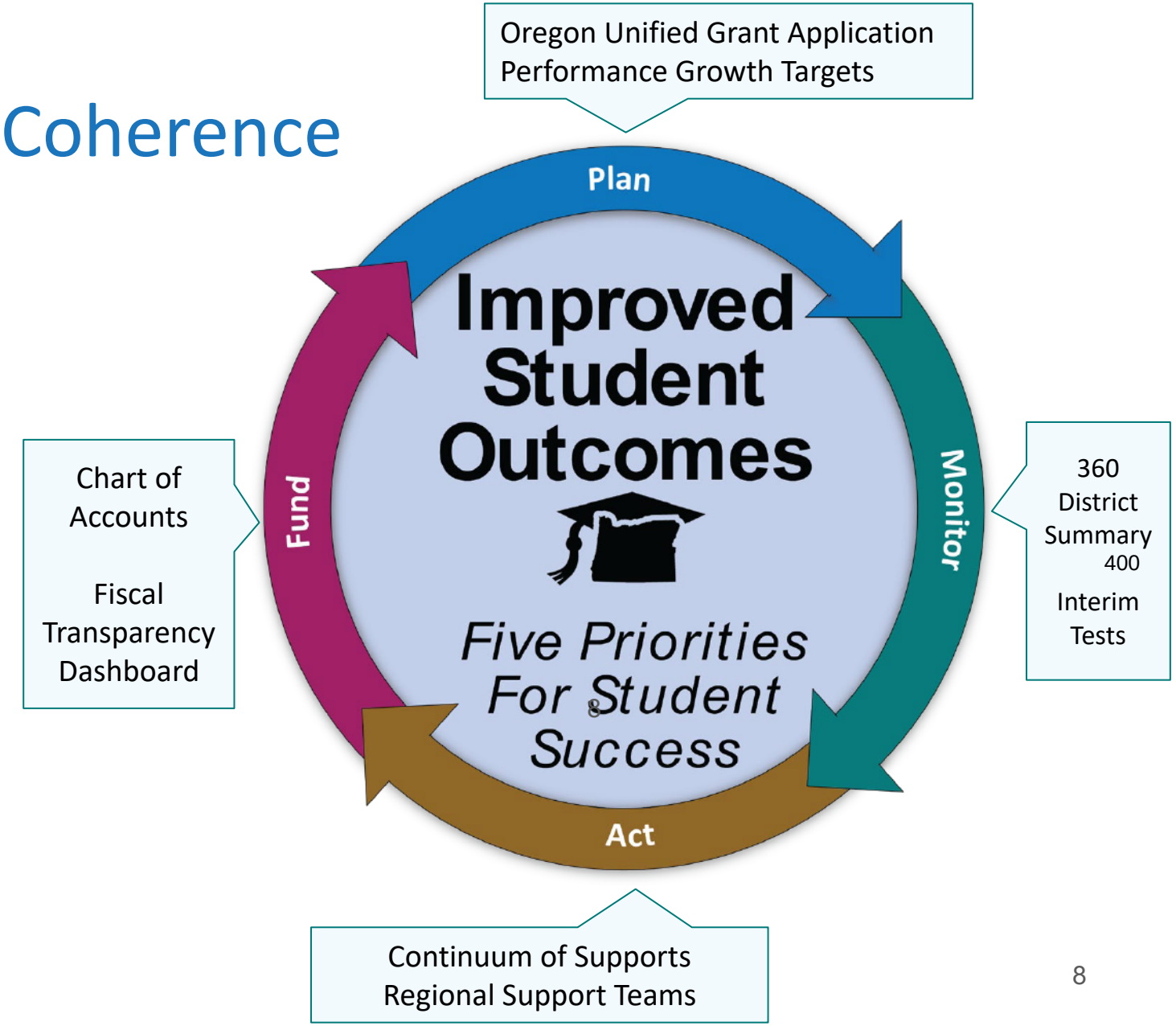
Continuously Seeking Coherence

- This review is one piece of larger puzzle
- Findings are consistent with shift from **programmatic compliance to holistic support**
- Recommendations reflect Accountability as both **standards-based objective compliance** and **priority-driven continuous improvement**



So: what comes next?

Next Steps

- Rulemaking as directed in SB 141 (specific to complaints and appeals process)
- Prioritizing implementation of recommendations, including considering:
  - who needs to be consulted
  - what comes first
  - whether resources are impacted
  - how to operationalize
- Legislative report due December 15, 2026

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What guidance or direction, if any, from State Board of Education?

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 10/15/2026
Title: Implementing Executive Order 26-06: Preserving Instructional Time
Status: Second Reading/Adoption (no changes)
Presentation: Yes
Key Staff: Dr. Charlene Williams, Director of the Oregon Department of Education, Dr. Candice Castillo, Deputy Director of Academics, Eric Anderson, Assistant Superintendent of the Office of Teaching, Learning, and Assessment
Topic Summary: The proposed rule makes the requirement that school districts and public charter schools restore division 22 instructional time and student instructional time to previous years' levels permanent and supports long term implementation.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

Executive Order 26-06, issued on April 16, 2026, took several actions to protect and strengthen the time that students spend at school, which is essential to improving student achievement and setting students up for long-term academic success.

The order first defined student instructional time as the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and instructional time.

The order also prohibited school districts from further reducing student instructional time during the 2025-2026 and 2026-2027 school years.

The order is currently being implemented through temporary rules that were adopted on April 17, 2026. Those rules established requirements related to maintaining and restoring student instructional time and applied those requirements to both school districts and public charter schools.

2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?

Executive Order 26-06 directs ODE to propose, and the State Board to consider, rules implementing the order's requirements related to preserving and restoring instructional time. The proposed rulemaking affects the following administrative rules:

- OAR 581-022-2320 (Required Instructional Time), which establishes Oregon's Division 22 instructional time requirements
- OAR 581-022-2323 (Preserving Student Instructional Time), the temporary rules adopted to implement Executive Order 26-06
- OAR 581-002-0035 (Waivers), which governs circumstances under which Division 22 requirements may be waived
- OAR 581-022-0102 (Definitions), which contains definitions applicable to the Division 22 standards.

The proposed rules provide administrative flexibility in areas such as implementation processes, reporting mechanisms, definitions, restoration planning, and allowable instructional time calculations consistent with statutory direction.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

Yes. On April 16, 2026, the State Board adopted temporary rules implementing Executive Order 26-06. The temporary rules established requirements to preserve and restore student instructional time while ODE conducted additional engagement and developed a permanent rule framework. ODE subsequently brought the proposed permanent rules to the State Board of Education for a first read on September 17, 2026.

4. Why is this item coming before the Board now?

The temporary rules implementing Executive Order 26-06 expire on October 16, 2026. Permanent rulemaking is therefore necessary to establish the state's ongoing expectations for preserving and restoring instructional time.

5. Who requested or brought about the need for this item? (Select all that apply.)

☐ ODE Staff
☐ Students

☐ Families
☐ Community-Based Organizations
☐ Culturally Specific Organizations
☐ School Districts
☐ Education Service Districts
☐ Charter Schools
☐ Oregon State Legislature
☐ Educational Associations
☐ Racial Justice Council
☐ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☒ Other:Governor Kotek's Executive Order 26-06

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

ODE used the Equity Decision Tree to identify who would be most affected by changes to instructional-time requirements and whose perspectives should inform implementation.

Students and families are ultimately most affected because changes to school calendars and instructional time directly affect students' access to learning and families' daily schedules. Implementation also directly affects school districts and public charter schools, including superintendents, charter school leaders, principals, school boards and governing bodies, instructional staff, operational staff, and personnel responsible for calendars and data reporting.

ODE's engagement has therefore included direct outreach to districts and public charter schools, families, and organizations representing education leaders and governing bodies, including the Coalition of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA), Oregon Association of Education Service Districts (OAESD), and other education partners.

ODE has also sought input from organizations and partners that support implementation across different geographic and organizational contexts, including small, rural, remote, and charter school settings. This engagement has helped ODE identify where a statewide requirement may create different operational effects depending on local circumstances.

ODE's engagement began immediately following adoption of the temporary rules and has included a statewide baseline survey, informational webinars, office hours, individual technical assistance, direct consultation with districts and public charter schools, presentations to education leaders, and ongoing engagement with statewide education partners. ODE's public materials also include restoration plan guidance, calculators, templates, and public justification resources.

Since bringing the proposed rules to the Board for a first read, ODE conducted additional statewide engagement through surveys and facilitated listening sessions with districts, charter schools, families, and education partners. ODE also continued consultation with organizations representing school administrators, school boards, education service districts, charter schools, and other affected partners.

Commented [HC1]: Moved up from #11

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☒ Tribal lands
   - ☐ Other: _____

   Why did your office/team focus on the above geographical perspective(s)?

   Executive Order 26-06 and the temporary rules apply statewide to all school districts and public charter schools. The permanent rules also would apply statewide.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

    Three themes have emerged consistently through engagement and implementation:

    First, districts and other education partners asked ODE to reduce the complexity created by maintaining two separate measures of time. Districts are already responsible for calculating, reporting, and demonstrating compliance with Division 22 instructional-time requirements. Districts and other education partners expressed concern that maintaining student instructional time as a separate, ongoing accountability framework could create duplicative calculations, reporting requirements, and confusion. In response, the proposed permanent rules shift the long-term framework toward the established Division 22 instructional-time measure while honoring restoration commitments already established under the temporary rules.

    Second, districts and other education partners asked for reasonable flexibility when small reductions occur for circumstances outside a district's control. Examples included emergency closures, unforeseen events, and minor calendar variations that can occur from year to year. ODE incorporated limited flexibility into the proposed rules so these circumstances can be addressed without undermining the overall expectation that instructional time be preserved.

Third, districts and other education partners emphasized the need for clarity, predictability, and sufficient implementation time. The proposed rules therefore clarify restoration expectations, establish the applicable baseline, and identify how districts and charter schools will demonstrate compliance. Related to this theme, district staff, families, and community members also identified an existing communication gap when it comes to where to find information about local school districts' instructional time offerings. The new instructional time data collection and reporting requirement established by the proposed rules would address these concerns and increase transparency for communities across the state.

Districts and other education partners have expressed differing views about the appropriate balance between statewide requirements and local control. The proposed approach seeks to balance those interests in clarity, transparency, and efficiency by establishing a clear statewide expectation that instructional time be protected while preserving local authority over how districts design calendars and meet that expectation.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

ODE has completed engagement related to the proposed rules currently presented to the Board for adoption. ODE's engagement opportunities and the feedback received are described above.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

Fiscal and administrative impacts may vary considerably based on local circumstances. Districts and public charter schools that already meet or exceed the applicable instructional time requirements may experience little or no additional fiscal impact. Districts or charter schools required to restore or maintain additional time may need to adjust calendars or other operational practices.

The proposed permanent rules seek to mitigate unnecessary administrative burden by relying primarily on the existing Division 22 instructional time framework and by providing limited flexibility for extraordinary circumstances and minor calendar variations.

ODE will continue to monitor implementation across different district and charter school contexts and provide technical assistance as needed.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The primary purpose of the proposed rules is to protect students' access to learning opportunities by preventing significant or recurring reductions in instructional time.

The proposed rules establish a statewide expectation that instructional time be preserved while maintaining local flexibility in how districts and charter schools design their calendars and deliver instruction. Public notice and local board or governing-body action when instructional time is reduced also provide families and communities greater transparency into decisions that affect students' access to learning, including:

From an equity perspective, the goal is not simply to preserve a number of hours. It is to help ensure that a student's access to learning opportunities is not unnecessarily diminished because of where the student lives or attends school.

- **Mitigating Disparities for Vulnerable Learners:** Cuts to classroom time disproportionately affect historically underserved students, lower-income families, and learners needing additional academic or social support. Preserving instructional time aims to prevent widening achievement gaps and support academic and social-emotional development.
- **Public Transparency and Justification:** If a district or charter school cannot or chooses not to restore lost time, it must publicly justify that decision, ensuring community awareness and local board accountability regarding how instructional time is allocated.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

The impact on school employees will depend largely on how individual districts and public charter schools choose to meet instructional time requirements. Local responses could include changes to school calendars, work schedules, or other operational practices.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

In the short term, Board action would provide districts, charter schools, families, and education partners with greater certainty about the instructional-time requirements that will apply after the temporary rules expire. Districts and charter schools subject to restoration requirements would continue implementing those commitments, while ODE would transition implementation toward the permanent framework.

Over the longer term, the proposed rules would establish a more consistent statewide expectation that instructional time should not be reduced without transparency and accountability. The rules would also simplify administration by relying primarily on the existing Division 22 instructional time framework rather than maintaining two separate long-term instructional time measurements.

The cumulative effect is intended to be greater stability in the amount of learning time available to Oregon students, greater transparency when reductions occur, and clearer expectations for districts and public charter schools, while maintaining local flexibility over how school calendars are structured.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Permanent rulemaking provides the Board an opportunity to replace the temporary framework with a clearer and more sustainable long-term approach. If the Board does not adopt permanent rules, the temporary rules implementing Executive Order 26-06 will expire on October 16, 2026. This would create uncertainty regarding ongoing restoration, maintenance, reporting, and transparency requirements established through the temporary framework.

Districts currently implementing restoration plans would have less clarity about the state's ongoing expectations, and families and communities could lose transparency measures associated with reductions in instructional time.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

To minimize complexity and increase clarity, we propose that OAR 581-022-2320 and its existing definition of instructional time continue to govern the substantive requirements regarding the provision of instructional time. The proposed changes retain accountability and transparency measures while refocusing the rules on instructional time rather than bell-to-bell student time.

Proposed Changes

- OAR 581-022-2320 and the existing Division 22 definition of instructional time would govern ongoing instructional time requirements. When a district or public charter school reduces instructional time below the applicable baseline, it would be required either to restore the time or publicly explain and justify the reduction through its local board or governing body.

- Phase Out the Student Instructional Time Framework: Districts and public charter schools already subject to restoration requirements under OAR 581-022-2323 would remain responsible for completing those commitments. The permanent rules would establish the applicable restoration baseline and maintenance period while transitioning the state away from using bell-to-bell Student Instructional Time as a separate ongoing instructional time measure.

- Provide limited flexibility for extraordinary circumstances and minor calendar variation. The proposed rules would allow up to 16 hours of limited flexibility for defined extraordinary circumstances and calendar variations, subject to the conditions established in rule. This flexibility is intended to address circumstances outside a district's reasonable control without creating a general exception to the expectation that instructional time be preserved

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

The proposed permanent rules respond directly to implementation experience and feedback by simplifying the state's approach, clarifying expectations, and providing limited flexibility without abandoning the central purpose of Executive Order 26-06.

Moving toward the established Division 22 instructional time framework responds to concerns about duplicative measures and administrative burden. Maintaining existing restoration commitments protects accountability and continuity for students and communities. Providing limited flexibility for extraordinary circumstances recognizes the operational realities districts and charter schools face while maintaining a clear statewide expectation that instructional time should be protected. Implementing instructional time data collection and reporting requirements responds to the need for greater transparency around instructional time across Oregon communities.

This approach aligns with the Board's commitment to academic excellence by protecting students' access to learning opportunities; belonging and wellness by recognizing that consistent access to school supports students academically and socially; and reimagining accountability by pairing clear statewide expectations with transparency, local responsibility, and a more workable implementation framework.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.
ODE recommends adoption of the rules at the October 15, 2026, State Board meeting.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☒ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

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APPENDIX A: SECOND READING

Appendix A should only be completed if "yes" is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

1. **Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

   Since bringing the proposed rules to the Board for a first read, ODE conducted additional statewide engagement through surveys and facilitated listening sessions with districts, charter schools, families, and education partners. ODE also continued consultation with organizations representing school administrators, school boards, education service districts, charter schools, and other affected partners.

2. **Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

   No.

3. **Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

   Throughout engagement, families, students, and district and school administrators have consistently supported strong instructional time requirements. The time that students spend learning is valued throughout the state. The proposed rule accounts for this by recognizing that consistent access to school supports students academically and socially, and by taking a balanced approach to accountability that focuses both on statewide expectations and local responsibility.

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

   A minor change has been made to the definition of "extraordinary circumstances" to clarify that it applies to Division 22 instructional time.

IMPLEMENTING EXECUTIVE ORDER 26-06: PRESERVING INSTRUCTIONAL TIME and IMPLEMENTING SENATE BILL 1596 (2026): PLAYBASED LEARNING

10/8/26

581-022-2320
Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

(a) The request is made with the approval of the school district's governing school board;

(b) The school district is using an evidence-based strategy that includes flexible time options; and

(c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.

[*(6)*] **(7)** Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;

(b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;

(c) For grades 1–3, up to 60 hours of recess;

(d) Up to 30 for staff professional development; [*and*]

(e) Up to 30 hours for parent teacher conferences[.]**; and**

(f) Up to 16 hours for extraordinary circumstances and calendar variances.

[*(7)*] **(8)** For students participating in online instruction:

(a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

[*(8)*] **(9)** There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

[*(9)*] **(10)** No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

(11)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as

described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

[*(10)*] **(12)** The department shall track and publish [*once each calendar year*] **annually** the instructional time [*required by this rule*] provided by each district during the previous school year.

Statutory/Other Authority: ORS 326.011 & ORS 326.051**, Chapter 27, Oregon Laws 2026**
Statutes/Other Implemented: ORS 326.051, **Chapter 27, Oregon Laws 2026**
History:
ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026
ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018
Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17
ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15
ODE 25-2008, f. & cert. ef. 9-26-08
EB 18-1996, f. & cert. ef. 11-1-96

581-022-2323
Preserving Student Instructional Time

(1) As used in this rule:

(a) "District" means a common or union high school district organized under ORS Chapter 332, a public charter school as defined in ORS 338.005, or any other education entity to which OAR 581-022-2320 applies.

(b) "Student instructional time" means the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and [*instruction*] **instructional time.**

[*(2) As of April 16, 2026, a district may not:*

(a) Further reduce scheduled student instructional time for the remainder of the 2025-2026 school year; or

(b) Reduce scheduled student instructional time during the 2026-2027 school year.]

(2) As of April 16, 2026, a district may not further reduce scheduled student instructional time during the 2026-2027 school year.

(3)**(a)** If a district reduced scheduled student instructional time during the 2025-2026 school year, or if a district reduced planned scheduled student instructional time for the 2026-2027 school year prior to April 16, 2026, the district must restore student instructional time to no less than the planned 2024-2025 school year levels no later than the beginning of the 2027-2028 school year.

(b) A district described in paragraph (a) of this subsection must provide student instructional time at or above the planned 2024-2025 school year levels or 2025-2026 school year levels, whichever is higher, during the 2027-2028 school year.

(4)(a) Each district described in subsection (3)**(a)** of this rule shall submit to the Oregon Department of Education, in a manner required by the department, a plan under which the district will restore the student instructional time.

(b) The plan described in paragraph (a) of this subsection must be submitted for approval to the department [*no later than 90 days after the effective date of this rule*].

(c) The plan described in paragraph (a) of this subsection shall include clear timelines, specific actions, and measures that ensure the full restoration of student instructional time.

(d) The department may require a district to amend and resubmit a plan described in paragraph (a) of this subsection if the plan does not meet the requirements of paragraph (c) of this subsection.

(5) If a district, at the direction of [*their*] **its** school board or governing body, does not restore **or provide** student instructional time as required by subsection (3) of this rule, the district shall publicize the justification for the decision in a time and manner required by the Oregon Department of Education.

(6) Notwithstanding subsections (2) and (3) of this rule, upon approval by the local school board or governing body, a district may include up to 16 hours for extraordinary circumstances and calendar variances when calculating student instructional time.

(7) A district's obligation to restore and provide student instructional time under this rule sunsets on June 30, 2028.

Statutory/Other Authority: ORS 326.011 & ORS 326.051**, Executive Order 26-06**
Statutes/Other Implemented: ORS 326.051**, Executive Order 26-06**
History:
ODE 13-2026, temporary adopt filed 04/17/2026, effective 04/20/2026 through 10/16/2026

581-002-0035
Waivers

The Director of the Department of Education may grant waivers as follows:

(1)**(a)** Waiver of a specific standard: To address an immediate concern or need, a school district may petition the Director for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined

that the request conforms with the intent of the standards, the Director shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

(b) Waiver of Required Instructional Time: Notwithstanding section (1)(a) of this rule, the State Board of Education may not grant waivers for the instructional time requirement set forth in OAR 581-022-2320, except in the case of a declared national or state disaster or a public health emergency.

(2) Educational Flexibility Partnership Demonstration Act (Ed-Flex) Waiver:

(a) This federal Act allows school districts to request a waiver of statutory or regulatory requirements under the following federal programs or Acts:

(A) Elementary and Secondary Education Act (ESEA) Title I, Helping Disadvantaged Children Meet High Standards;

(B) ESEA Title II, Teacher Quality;

(C) ESEA Title IV, Safe Drug Free Schools;

(D) ESEA Title V, Innovative Education Program Strategies;

(E) ESEA Title VII, Part C — Emergency Immigrant Education;

(F) Carl D. Perkins Vocational and Applied Technology Education Act.

(b) The application must demonstrate that the school district, if the waiver is granted, will still meet the underlying purposes of the federal statutory requirements. The request of an Ed-Flex Waiver must be made on the appropriate application form available from the Department of Education. Waivers under this provision may be granted for periods not to exceed five years.

(3) ADM Report Waivers:

(a) “ADM” means average daily membership as defined in ORS 327.006(3).

(b) If a state of emergency is declared pursuant to ORS 401.165 et. seq., and all public schools are closed by order of the Governor, the Director may waive a report of ADM that is otherwise required under ORS 327.133.

Statutory/Other Authority: ORS 326.051 & ORS 327.133
Statutes/Other Implemented: ORS 326.051, ORS 329.077, ORS 329.555 & ORS 327.133**, Executive Order 26-06**
History:
ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026
ODE 10-2024, temporary amend filed 02/16/2024, effective 02/16/2024 through 08/13/2024

ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020
ODE 19-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020
ODE 44-2018, renumbered from 581-022-1920, filed 12/11/2018, effective 12/11/2018
Reverted to ODE 25-2008, f. & cert. ef. 9-26-08
ODE 2-2017(Temp), f. & cert. ef. 2-1-17 thru 7-24-17
ODE 25-2008, f. & cert. ef. 9-26-08
ODE 11-2002, f. & cert. ef. 4-12-02
EB 2-1997, f. & cert. ef. 3-27-97

581-022-0102
Definitions

The following definitions apply to Oregon Administrative Rules [*581-022-0102 through 581-022-1940,*] **Chapter 581, Division 022,** unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

(2) "Calendar variance": means a variance of no more than a calendar day from the immediately preceding school year because of a leap year, holiday, orientation event held before the beginning of the school year, or similar reason.

[*(2)*] **(3)** "Career and Technical Education": A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual’s academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

[*(3)*] **(4)** "Career Development": The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

[*(4)*] **(5)** "Career Education": A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.

[*(5)*] **(6)** "Career-Related Learning Experiences": Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real

life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

(a) Workplace mentoring;

(b) Workplace simulations;

(c) School-based enterprises;

(d) Structured work experiences;

(e) Cooperative work and study programs;

(f) On-the-job training;

(g) Apprenticeship programs;

(h) Service learning; and

(i) Field-based investigations.

[*(6)*] **(7)** “Charter school”: A public charter school as defined in ORS 338.005.

[*(7)*] **(8)** “Child development specialist program”: An optional elementary component of a district’s comprehensive school counseling program for grades K-8 (or any configuration thereof).

[*(8)*] **(9)** "Collection of Evidence": The work of a student collected and evaluated together to measure the student’s ability to apply what the student knows and can do in relation to a set of standards or criteria.

[*(9)*] **(10)** "Common Curriculum Goals": The knowledge and skills expected of all students as a result of their educational experience; defined by the state as:

(a) The Essential Learning Skills which means essential skills as defined by this rule; and

(b) The Content Standards as adopted by the State Board of Education.

[*(10)*] **(11)** "Content Standards": Facts, concepts, principles, rules, procedures and methods of inquiry associated with specific subject matter areas as adopted by the State Board of Education.

[*(11)*] **(12)** "Common School District": A school district other than a union high school district formed primarily to provide education in all or part of grades K through 12 to pupils residing within the district (ORS 330.005(2)(b)). See section (20) of this rule.

[*(12)*] **(13)** "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

[*(13)*] **(14)** "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.

[*(14)*] **(15)** “Comprehensive school counseling program": A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, social/emotional development and community involvement.

[*(15)*] **(16)** "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.

[*(16)*] **(17)** "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.

[*(17)*] **(18)** "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

[*(18)*] **(19)** "District": A common or union high school district (ORS 332.002(2)).

[*(19)*] **(20)** "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

[*(20)*] **(21)** "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

[*(21)*] **(22)** "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

[*(22)*] **(23)** "Education Profile": Documentation of a student’s academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

[*(23)*] **(24)** "Education Record": has the same meaning as in OAR 581-021-0220.

[*(24)*] **(25)** "Elementary School": Any combination of grades K through 8.

[*(25)*] **(26)** "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

[*(26)*] **(27)** "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(28) "Extraordinary circumstance" means an extraordinary condition or incident (such as widespread illness, power outages, water main breaks, exposure to leaking gas or harmful chemicals, or security threats) or an act of nature (such as inclement weather, flooding, or earthquakes).

(29) "Free play": Activities that:

(a) Are supervised by an adult;

(b) Are child-led based on the child's interests; and

(c) Are spontaneous, voluntary, unstructured, and child-directed.

[*(27)*] **(30)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

(31) "Guided Play": Experiences that:

(a) Are under adult guidance; and

(b) Combine the child-directed nature of free play with a focus on learning outcomes.

[*(28)*] **(32)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[*(29)*] **(33)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[*(30)*] **(34)(a)** "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet

Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[*(31)*] **(35)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[*(32)*] **(36)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

[*(33)*] **(37)** "Language Arts": Reading, writing and other communications in any language, including English, as defined in ORS 329.007.

[*(34)*] **(38)** "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

[*(35)*] **(39)** "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

[*(36)*] **(40)** "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.158).

[*(37)*] **(41)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[*(38)*] **(42)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

(43)(a) "Play-Based Learning": Learning pursuant to instruction that:

(A) Is intentionally aligned to state standards;

(B) Uses guided play or free play strategies; and

(C) Is provided by a licensed educator or a person working under the direction of a licensed educator.

(b) "Play-Based Learning" shall not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

[*(39)*] **(44)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[*(40)*] **(45)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[*(41)*] **(46)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[*(42)*] **(47)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[*(43)*] **(48)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[*(44)*] **(49)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

(50) "Recess": A regular time in the school day for physical activity and play.

[*(45)*] **(51)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022 1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[*(46)*] **(52)** "Standard School": A school, which is in compliance with all of the standards.

[*(47)*] **(53)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

[*(48)*] **(54)** "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

[*(49)*] **(55)** "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

[*(50)*] **(56)** "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[*(51)*] **(57)** "World Language": Sign language, heritage language and languages other than a student's primary language, as defined in ORS 329.007.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051, **Chapter 27, Oregon Laws 2026**
Statutes/Other Implemented: ORS 326.011, **Chapter 27, Oregon Laws 2026**
History:
ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026
ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026
ODE 37-2024, amend filed 06/14/2024, effective 06/14/2024
ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022
ODE 38-2018, minor correction filed 11/21/2018, effective 11/21/2018
ODE 18-2018, amend filed 06/05/2018, effective 06/06/2018
ODE 21-2015, f. & cert. ef. 12-18-15
ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15
ODE 25-2008, f. & cert. ef. 9-26-08
ODE 4-2003, f. & cert. ef. 3-14-03
ODE 12-2002, f. & cert. ef. 4-15-02
ODE 7-1999, f. & cert. ef. 1-15-99
EB 6-1995, f. & cert. ef. 1-24-95
EB 8-1989, f. & cert. ef. 1-27-89
1EB 4-1986, f. 1-23-86, ef. 2-1-86
1EB 19-1980, f. 6-17-80, ef. 7-1-80

IMPLEMENTING EXECUTIVE ORDER 26-06: PRESERVING INSTRUCTIONAL TIME

10/8/26

581-022-2320
Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

(a) The request is made with the approval of the school district's governing school board;

(b) The school district is using an evidence-based strategy that includes flexible time options; and

(c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;

(b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;

(c) For grades 1–3, up to 60 hours of recess;

(d) Up to 30 for staff professional development; [*and*]

(e) Up to 30 hours for parent teacher conferences[.]**; and**

(f) Up to 16 hours for extraordinary circumstances and calendar variances.

(7) For students participating in online instruction:

(a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

(8) There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

(9) No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

(10)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

[*(10)*] **(11)** The department shall track and publish [*once each calendar year*] **annually** the instructional time *required by this rule* provided by each district during the previous school year.

Statutory/Other Authority: ORS 326.011 & ORS 326.051
Statutes/Other Implemented: ORS 326.051
History:
ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026
ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018
Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17
ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15
ODE 25-2008, f. & cert. ef. 9-26-08
EB 18-1996, f. & cert. ef. 11-1-96

581-022-2323
Preserving Student Instructional Time

(1) As used in this rule:

(a) "District" means a common or union high school district organized under ORS Chapter 332, a public charter school as defined in ORS 338.005, or any other education entity to which OAR 581-022-2320 applies.

(b) "Student instructional time" means the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and [*instruction*] **instructional time.**

[*(2) As of April 16, 2026, a district may not:*

(a) Further reduce scheduled student instructional time for the remainder of the 2025-2026 school year; or

(b) Reduce scheduled student instructional time during the 2026-2027 school year.]

(2) As of April 16, 2026, a district may not further reduce scheduled student instructional time during the 2026-2027 school year.

(3)**(a)** If a district reduced scheduled student instructional time during the 2025-2026 school year, or if a district reduced planned scheduled student instructional time for the 2026-2027 school year prior to April 16, 2026, the district must restore student instructional time to no less than the planned 2024-2025 school year levels no later than the beginning of the 2027-2028 school year.

(b) A district described in paragraph (a) of this subsection must provide student instructional time at or above the planned 2024-2025 school year levels or 2025-2026 school year levels, whichever is greater, during the 2027-2028 school year.

(4)(a) Each district described in subsection (3)**(a)** of this rule shall submit to the Oregon Department of Education, in a manner required by the department, a plan under which the district will restore the student instructional time.

(b) The plan described in paragraph (a) of this subsection must be submitted for approval to the department [*no later than 90 days after the effective date of this rule*].

(c) The plan described in paragraph (a) of this subsection shall include clear timelines, specific actions, and measures that ensure the full restoration of student instructional time.

(d) The department may require a district to amend and resubmit a plan described in paragraph (a) of this subsection if the plan does not meet the requirements of paragraph (c) of this subsection.

(5) If a district, at the direction of [*their*] **its** school board or governing body, does not restore **or provide** student instructional time as required by subsection (3) of this rule, the district shall publicize the justification for the decision in a time and manner required by the Oregon Department of Education.

(6) Notwithstanding subsections (2) and (3) of this rule, upon approval by the local school board or governing body, a district may include up to 16 hours for extraordinary circumstances and calendar variances when calculating student instructional time.

(7) A district's obligation to restore and provide student instructional time under this rule sunsets on June 30, 2028.

Statutory/Other Authority: ORS 326.011 & ORS 326.051**, Executive Order 26-06**
Statutes/Other Implemented: ORS 326.051**, Executive Order 26-06**
History:
ODE 13-2026, temporary adopt filed 04/17/2026, effective 04/20/2026 through 10/16/2026

581-002-0035
Waivers

The Director of the Department of Education may grant waivers as follows:

(1)**(a)** Waiver of a specific standard: To address an immediate concern or need, a school district may petition the Director for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined that the request conforms with the intent of the standards, the Director shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

(b) Waiver of Required Instructional Time: Notwithstanding section (1)(a) of this rule, the State Board of Education may not grant waivers for the instructional time requirement set

forth in OAR 581-022-2320, except in the case of a declared national or state disaster or a public health emergency.

(2) Educational Flexibility Partnership Demonstration Act (Ed-Flex) Waiver:

(a) This federal Act allows school districts to request a waiver of statutory or regulatory requirements under the following federal programs or Acts:

(A) Elementary and Secondary Education Act (ESEA) Title I, Helping Disadvantaged Children Meet High Standards;

(B) ESEA Title II, Teacher Quality;

(C) ESEA Title IV, Safe Drug Free Schools;

(D) ESEA Title V, Innovative Education Program Strategies;

(E) ESEA Title VII, Part C — Emergency Immigrant Education;

(F) Carl D. Perkins Vocational and Applied Technology Education Act.

(b) The application must demonstrate that the school district, if the waiver is granted, will still meet the underlying purposes of the federal statutory requirements. The request of an Ed-Flex Waiver must be made on the appropriate application form available from the Department of Education. Waivers under this provision may be granted for periods not to exceed five years.

(3) ADM Report Waivers:

(a) “ADM” means average daily membership as defined in ORS 327.006(3).

(b) If a state of emergency is declared pursuant to ORS 401.165 et. seq., and all public schools are closed by order of the Governor, the Director may waive a report of ADM that is otherwise required under ORS 327.133.

Statutory/Other Authority: ORS 326.051 & ORS 327.133
Statutes/Other Implemented: ORS 326.051, ORS 329.077, ORS 329.555 & ORS 327.133**,**
Executive Order 26-06
History:
ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026
ODE 10-2024, temporary amend filed 02/16/2024, effective 02/16/2024 through 08/13/2024
ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020
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ODE 25-2008, f. & cert. ef. 9-26-08
ODE 11-2002, f. & cert. ef. 4-12-02
EB 2-1997, f. & cert. ef. 3-27-97

581-022-0102
Definitions

The following definitions apply to Oregon Administrative Rules [*581-022-0102 through 581-022-1940,*] **Chapter 581, Division 022,** unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

(2) "Calendar variance": means a variance of no more than a calendar day from the immediately preceding school year because of a leap year, holiday, orientation event held before the beginning of the school year, or similar reason.

[*(2)*] **(3)** "Career and Technical Education": A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

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(c) Includes applied learning that contributes to an individual’s academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

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(a) Workplace mentoring;

(b) Workplace simulations;

(c) School-based enterprises;

(d) Structured work experiences;

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(f) On-the-job training;

(g) Apprenticeship programs;

(h) Service learning; and

(i) Field-based investigations.

[*(6)*] **(7)** “Charter school”: A public charter school as defined in ORS 338.005.

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[*(12)*] **(13)** "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

[*(13)*] **(14)** "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.

[*(14)*] **(15)** “Comprehensive school counseling program": A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, social/emotional development and community involvement.

[*(15)*] **(16)** "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.

[*(16)*] **(17)** "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.

[*(17)*] **(18)** "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

[*(18)*] **(19)** "District": A common or union high school district (ORS 332.002(2)).

[*(19)*] **(20)** "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

[*(20)*] **(21)** "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

[*(21)*] **(22)** "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

[*(22)*] **(23)** "Education Profile": Documentation of a student’s academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

[*(23)*] **(24)** "Education Record": has the same meaning as in OAR 581-021-0220.

[*(24)*] **(25)** "Elementary School": Any combination of grades K through 8.

[*(25)*] **(26)** "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn,

live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

[*(26)*] **(27)** "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(28) "Extraordinary circumstance" means an extraordinary condition or incident (such as widespread illness, power outages, water main breaks, exposure to leaking gas or harmful chemicals, or security threats) or an act of nature (such as inclement weather, flooding, or earthquakes).

[*(27)*] **(29)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

[*(28)*] **(30)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[*(29)*] **(31)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[*(30)*] **(32)(a)** "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional

school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[*(31)*] **(33)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[*(32)*] **(34)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

[*(33)*] **(35)** “Language Arts”: Reading, writing and other communications in any language, including English, as defined in ORS 329.007.

[*(34)*] **(36)** "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

[*(35)*] **(37)** "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

[*(36)*] **(38)** "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.158).

[*(37)*] **(39)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[*(38)*] **(40)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

[*(39)*] **(41)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[*(40)*] **(42)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[*(41)*] **(43)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[*(42)*] **(44)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[*(43)*] **(45)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[*(44)*] **(46)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

[*(45)*] **(47)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022 1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[*(46)*] **(48)** "Standard School": A school, which is in compliance with all of the standards.

[*(47)*] **(49)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

[*(48)*] **(50)** "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

[*(49)*] **(51)** "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

[*(50)*] **(52)** "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[*(51)*] **(53)** “World Language”: Sign language, heritage language and languages other than a student's primary language, as defined in ORS 329.007.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 326.011
History:
ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026
ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026
ODE 37-2024, amend filed 06/14/2024, effective 06/14/2024
ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022
ODE 38-2018, minor correction filed 11/21/2018, effective 11/21/2018
ODE 18-2018, amend filed 06/05/2018, effective 06/06/2018
ODE 21-2015, f. & cert. ef. 12-18-15
ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08
ODE 4-2003, f. & cert. ef. 3-14-03
ODE 12-2002, f. & cert. ef. 4-15-02
ODE 7-1999, f. & cert. ef. 1-15-99
EB 6-1995, f. & cert. ef. 1-24-95
EB 8-1989, f. & cert. ef. 1-27-89
1EB 4-1986, f. 1-23-86, ef. 2-1-86
1EB 19-1980, f. 6-17-80, ef. 7-1-80

10/8/26

581-022-2320
Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

(a) The request is made with the approval of the school district's governing school board;

(b) The school district is using an evidence-based strategy that includes flexible time options; and

(c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.

[*(6)*] **(7)** Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;

(b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;

(c) For grades 1–3, up to 60 hours of recess;

(d) Up to 30 for staff professional development; and

(e) Up to 30 hours for parent teacher conferences.

[*(7)*] **(8)** For students participating in online instruction:

(a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

[*(8)*] **(9)** There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

[*(9)*] **(10)** No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

Statutory/Other Authority: ORS 326.011 & ORS 326.051
Statutes/Other Implemented: ORS 326.051
History:
ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026
ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018
Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17
ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15
ODE 25-2008, f. & cert. ef. 9-26-08
EB 18-1996, f. & cert. ef. 11-1-96

581-022-0102
Definitions

The following definitions apply to Oregon Administrative Rules [*581-022-0102 through 581-022-1940,*] **Chapter 581, Division 022,** unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

[2] "Career and Technical Education": A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual's academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

(3)"Career Development": The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

(4) "Career Education": A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.

(5) "Career-Related Learning Experiences": Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

(a) Workplace mentoring;

(b) Workplace simulations;

(c) School-based enterprises;

(d) Structured work experiences;

(e) Cooperative work and study programs;

(f) On-the-job training;

(g) Apprenticeship programs;

(h) Service learning; and

(i) Field-based investigations.

(6) "Charter school": A public charter school as defined in ORS 338.005.

(7) "Child development specialist program": An optional elementary component of a district's comprehensive school counseling program for grades K-8 (or any configuration thereof).

(8) "Collection of Evidence": The work of a student collected and evaluated together to measure the student’s ability to apply what the student knows and can do in relation to a set of standards or criteria.

(9) "Common Curriculum Goals": The knowledge and skills expected of all students as a result of their educational experience; defined by the state as:

(a) The Essential Learning Skills which means essential skills as defined by this rule; and

(b) The Content Standards as adopted by the State Board of Education.

(10) "Content Standards": Facts, concepts, principles, rules, procedures and methods of inquiry associated with specific subject matter areas as adopted by the State Board of Education.

(11) "Common School District": A school district other than a union high school district formed primarily to provide education in all or part of grades K through 12 to pupils residing within the district (ORS 330.005(2)(b)). See section (20) of this rule.

(12) "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

(13) "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.

(14) “Comprehensive school counseling program": A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, social/emotional development and community involvement.

(15) "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.

(16) "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.

(17) "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

(18) "District": A common or union high school district (ORS 332.002(2)).

(19) "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

(20) "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

(21) "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

(22) "Education Profile": Documentation of a student's academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

(23) "Education Record": has the same meaning as in OAR 581-021-0220.

(24) "Elementary School": Any combination of grades K through 8.

(25) "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

(26) "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(27) "Free play": Activities that:

(a) Are supervised by an adult;

(b) Are child-led based on the child's interests; and

(c) Are spontaneous, voluntary, unstructured, and child-directed.

[*(27)*] **(28)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

(29) "Guided Play": Experiences that:

(a) Are under adult guidance; and

(b) Combine the child-directed nature of free play with a focus on learning outcomes.

[*(28)*] **(30)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[*(29)*] **(31)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[*(30)*] **(32)(a)** “Instructional time” means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student’s school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[*(31)*] **(33)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[*(32)*] **(34)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

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[*(37)*] **(39)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[*(38)*] **(40)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

(41)(a) "Play-Based Learning": Learning pursuant to instruction that:

(A) Is intentionally aligned to state standards;

(B) Uses guided play or free play strategies; and

(C) Is provided by a licensed educator or a person working under the direction of a licensed educator.

(b) "Play-Based Learning" shall not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

[*(39)*] **(42)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[*(40)*] **(43)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[*(41)*] **(44)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[*(42)*] **(45)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[*(43)*] **(46)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[*(44)*] **(47)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

(48) "Recess": A regular time in the school day for physical activity and play.

[*(45)*] **(49)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022 1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[*(46)*] **(50)** "Standard School": A school, which is in compliance with all of the standards.

[*(47)*] **(51)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

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[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 326.011
History:
ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026
ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026
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ODE 25-2008, f. & cert. ef. 9-26-08

ODE 4-2003, f. & cert. ef. 3-14-03
ODE 12-2002, f. & cert. ef. 4-15-02
ODE 7-1999, f. & cert. ef. 1-15-99
EB 6-1995, f. & cert. ef. 1-24-95
EB 8-1989, f. & cert. ef. 1-27-89
1EB 4-1986, f. 1-23-86, ef. 2-1-86
1EB 19-1980, f. 6-17-80, ef. 7-1-80

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 10/15/2026
Title: IMPLEMENTING SENATE BILL 1596 (2026): PLAY-BASED LEARNING
Status: Second Reading/Adoption (no changes)
Presentation: Yes
Key Staff: Vanessa Martinez, Sasha Grenier, Dr. Xylecia Fynn Aikins
Topic Summary: Rule revisions to implement Senate Bill 1596 (2026) which recognizes play-based learning as instructional time for students in kindergarten through grade 5 and directs the Oregon State Board of Education to incorporate it into instructional time requirements

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

   Play-based learning is an instructional approach that uses free play and guided play to support student learning and development. Educators intentionally design environments and experiences that allow students to explore, collaborate, solve problems, develop social and emotional competencies, and build academic knowledge while maintaining student choice and agency. Currently, Oregon Administrative Rules do not explicitly recognize play-based learning as instructional time.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   Senate Bill 1596 (2026) requires the State Board of Education to ensure that play-based learning may be considered instructional time for students in kindergarten through grade five.

The statute establishes definitions for free play, guided play, and play-based learning and specifies that play-based learning does not include recess or physical education.
The statute is prescriptive regarding the requirement that play-based learning be recognized as instructional time and in establishing core statutory definitions.

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   This item has not come before the Board. This is a first read.

4. **Why is this item coming before the Board now?**

   Senate Bill 1596 requires recognition of play-based learning as instructional time beginning January 1, 2027. Rule adoption is necessary to ensure Oregon Administrative Rules are aligned with statutory requirements and implementation timelines.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☐ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☒ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

The Equity Decision Tree informed ODE's engagement by identifying students and educators in kindergarten through grade five settings as the primary population affected by these proposed rules. ODE engaged internal and external partners, including the Department of Early Learning and Care (DELC), Teaching Preschool Partners, the Children's Institute, and school district partners to gather input and inform implementation planning.

ODE conducted a Play-Based Learning Listening Session on September 10. The invited audience included district and school administrators, as well as K-5 educators, such as teachers, instructional coaches, counselors, instructional support staff, etc.

Questions about the proposed play-based learning rule language were included in the broader Instructional Time survey that was distributed to gather feedback on the permanent rulemaking for Executive Order 26-06 Preserving Student Instructional Time. Survey respondents include district and school administrators and educators, parents and students, and education partners.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**

   ☒ No

   ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below

   ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**

   ☐ N/A; this item does not intersect with other state entities.

   ☐ Oregon Health Authority (OHA)

   ☒ Department of Early Learning and Care (DELC; formerly ELD)

   ☐ Educator Advancement Council (EAC)

   ☐ Higher Education Coordinating Commission (HECC)

   ☐ Youth Development Oregon (YDO)

   ☐ Teacher Standards and Practices Commission (TSPC)

   ☐ Oregon Housing and Community Services (OHCS)

   ☐ Other: _____

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

   ODE partnered with the Department of Early Learning and Care (DELC) throughout development of the proposed rule language and implementation resources. DELC

provided expertise regarding child development, developmentally appropriate instructional practices, continuity across early learning systems, and implementation considerations for young learners. DELC also participated in discussions regarding definitions and engagement strategies

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

   Why did your office/team focus on the above geographical perspective(s)?

   The proposed rules apply statewide to all districts serving students in kindergarten through grade five. Engagement efforts sought representation from educators, administrators, and partners across Oregon's geographic regions to better understand implementation opportunities and challenges in rural, urban, suburban, remote, and frontier communities.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

    Engagement with DELC/ODE Alignment Team included the following feedback.
    - Definitions should be clear and included in work relevant for implementing play-based learning
    - Include conversations with Early Childhood Education (ECE) providers
    - Align with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) recommended practices
    - Teaching is needed for Preschool Partners who works with districts to support P-3 alignment using an inquiry-based approach
    - Teachers need support, there may be fear around play-based learning
    - Educators should understand their role in play-based learning
    - Clarify the impact of free play on teaching and learning.
    - There is a need for common messaging among agencies and cross-offices

    Engagement with ORCA highlighted the following pieces of feedback:
    - Clarity needed about difference between free play and recess
    - Emphasize play-based learning as explicitly standards aligned across content areas

- Clarity is needed about adult supervision and licensure requirements

Clarification is provided in the rule about the difference between play-based learning, free-play. and recess by defining recess. We will continue to create and elevate guidance and resources relevant for play-based learning.

Based on the engagement feedback we are seeking clarity from ODE's OAR team on licensure requirements for adults who implement play-based learning. We are considering ways to further clarify within the rule. Additionally, we added explicit language in the rule and definition that play-based learning must standards-aligned.

Feedback from the engagement/listening session on September 10th was included in the presentation. Additionally, preliminary feedback from statewide engagement led by consultants, was received September 11th and included in the first presentation to the State Board of Education.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

October ORCA Engagement feedback has informed the development of this work.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

For Play-Based Learning, no state fiscal impact was identified. Limited local costs may be associated with training, planning, materials, and implementation support. The bill is intended to be implemented within existing instructional programs and resources. The proposed rule changes primarily clarify how districts may count play-based learning as instructional time rather than creating new instructional time requirements.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

Board action will not create a fiscal or administrative impact on state agencies, units of local government, and/or the public. It will not increase costs associated with compliance for small businesses.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

Play-based learning provides students with authentic opportunities to engage in learning and sense making in meaningful ways. It begins with the assets children bring from their homes and communities and creates multiple entry points for participation, communication, problem-solving, demonstrating creativity, and exploring curiosity. The bill promotes equitable learning environments by encouraging culturally and linguistically responsive, strengths-based approaches that honor students' identities, experiences, and ways of learning**.** This approach helps to establish relational trust between students, families, and their educators. Rather than expecting the 'right' way to play or learn, educators notice and build on the varied ways that each child engages with peers, ideas, and their environments. Students who disengage from traditional approaches to education centered in Eurocentric norms can benefit from play-based learning approaches that promote developmental and academic growth, agency, belonging, and access for diverse learners. Through engagement with educators and partners, ODE intentionally considered how implementation could increase belonging, engagement, and access for historically underserved students.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Board action on play-based learning will provide school district employees and volunteers who have been systemically marginalized with increased efficacy and agency as they integrate learning opportunities that elevate their identities and strengths in support of reducing barriers for diverse learners. It provides school district employees, and volunteers who support staff delivering standards aligned instruction, with expanded opportunities for engaging students through developmentally appropriate, innovative and creative practices.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

In the short-term, Board action will allow play-based learning to be considered instructional time for students in kindergarten through grade five, implementing the requirement of SB 1596 that any rules adopted by the State Board of Education that prescribe requirements for instructional time do so.

In the long-term, Board action may increase districts' use of play-based learning as a pedagogical approach that engages students and, over time, expand opportunities for teaching and learning in ways that respond to student strengths and aligns with their needs and instructional goals.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Inaction on this item would result in OAR 581-022-2320 Required Instructional Time being out of alignment with statutory requirements.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

This rulemaking includes proposed amendments to:

- **OAR 581-022-0102** to establish definitions for free play, guided play, play-based learning, and recess.
- **OAR 581-022-2320** to allow districts to count standards-aligned play-based learning as instructional time for students in kindergarten through grade five.

ODE asks that the Board consider the proposed language and provide feedback regarding clarity of the definitions.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

The proposed amendment advances the State Board of Education's mission by establishing clear definitions for free play, guided play, play-based learning, and recess**,** creating consistent statewide understanding and implementation of evidence-based educational practices. The amendment recognizes that students in kindergarten through grade five can learn through play-based experiences and instructional approaches that foster academic, social, emotional, and cognitive growth. Play-based learning supports districts by expanding opportunities to implement developmentally appropriate instruction that extends their abilities to meet the diverse needs of Oregon learners.

The proposed amendment advances the State Board of Education's vision by supporting instructional methods that are responsive to different learning styles, cultures, experiences, and developmental needs. Play-based learning creates opportunities for students in kindergarten through grade five to engage in active learning that can increase engagement, belonging, and access to learning. The amendment honors Oregon's increasingly diverse student population and affirms students' varied and unique ways of communicating, problem-solving, creating, sense-making, and interacting with the world around them in ways that help them reach their full potential.

The proposed amendment advances the State Board of Education's values by supporting access to learning for every Oregon student in kindergarten through grade five. Play-based learning reflects the values of equity, inclusion, innovation, and adaptability. Play-based learning can provide multiple entry points for each student, helping ensure that all students have access to meaningful learning experiences with respect to their background, language, or learning needs and interests. As a student-centered approach, play-based learning acknowledges the developmental needs of children in kindergarten through grade five and centers student learning and well-being in educational practice. The amendment supports a holistic experience through play-based learning which contributes to students' social-emotional development, physical well-being, and academic growth.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

The Office of Teaching Learning and Assessment is recommending the Board adopt amendments to the following rules:

OAR 581-022-0102: Addition of play-based learning definitions to the definitions rule: free-play, guided-play, play based learning, and recess.
OAR 581-022-2320: Allowance to include play-based learning as required instructional time for grades 1-5.

This rule reflects ODE's commitment to the academic, social, and emotional development of students. In play-based learning students explore, experience belonging, collaborate, make choices, solve problems, communicate and represent ideas in multiple ways, and apply learning. Educators facilitate, ask open-ended questions, observe learning, connect instruction to content standards and developmental domains, and support student growth and academic excellence.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☐ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

- ☐ N/A; this item has not previously been before the Board
- ☒ No; please review Appendix A: Second Reading below.
- ☐ Yes; please review Appendix A: Second Reading below.

APPENDIX A: SECOND READING

Appendix A should only be completed if "yes" is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

1. Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?

Although the item has not changed since the First Reading, we have noted feedback from the October 1st meeting with ORCA in response to question #2l

2. **Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

   Our team received comments from the October 1st engagement with ORCA. These comments raised questions about how the statute responds to screen-based games and free play as instructional time.

3. **Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

   Overall learning has emphasized the need for ODE to provide clear guidance and resources that will support schools and districts in implementing play-based learning as an instructional strategy during instructional time.

4. **Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

   There have been no changes made to this item since the First Reading. In response to the identified needs in the feedback, our team will develop guidance and resources for how schools and districts might implement standards-aligned play-based learning during instructional time.

Preserving Instructional Time

Proposed Rules Adoption

State Board of Education
October 15th, 2026

Dr. Charlene Williams, Director of Education
Dr. Candice Castillo, Deputy Director of Academics
Eric Anderson, Assistant Superintendent Teaching, Learning and Assessment

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Background

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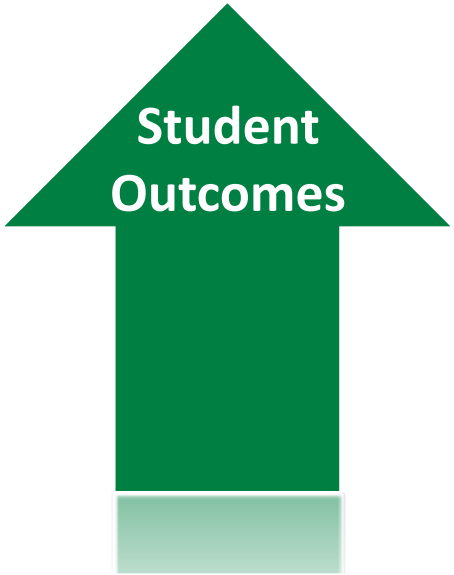
April 16 - Executive Order 26-06: Preserve a Baseline

Core Concept

Instructional time is a non-negotiable condition for improving outcomes.



Statewide Expectation

Preserve a baseline from which to stabilize and restore lost instructional time while continuing to strengthen the system.

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Instructional Time

Timeline

EO 26-06 & Temporary Rules Adoption
April 2026

May - July
Baseline Survey, Restoration Planning & Technical

Statewide Survey, Engagement Sessions, Rule Language Updates
August - September

September 17
First Read

Second Read & Recommended Adoption
October 15

December - January
Rulemaking on Professional Development & Parent Teacher Conference Hours

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Ongoing engagement with Education Partners

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Engagement

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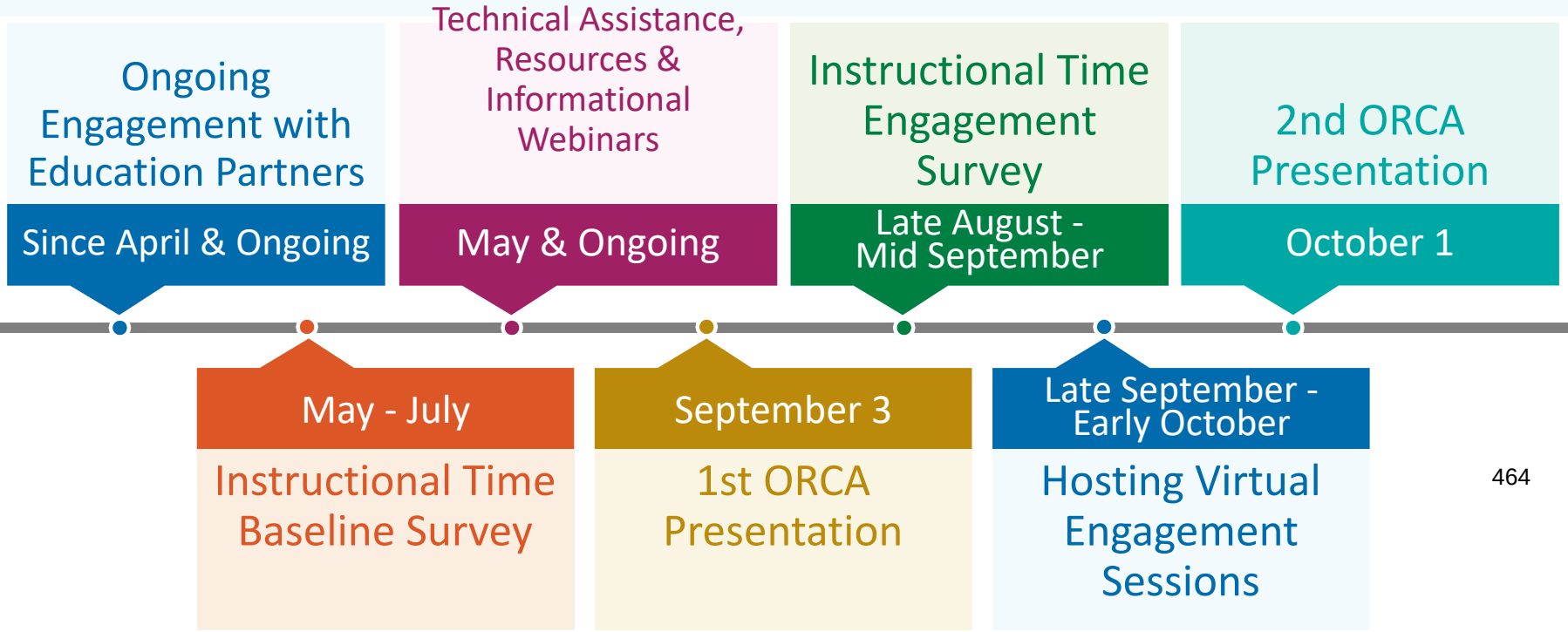
Preserving Student Instructional Time: Engagement



Instructional Time Rules Survey

1,805 Responses

Audience Mix:

- 49.4% District and ESD staff or board members
- 36.4% Parents, guardians, and students
- 11.6% Education partners
- 2.6% Community members

What We Heard

- Focus on the EO 26-06 intention of preserving instructional time connected to learning.
- Avoid maintaining two separate measures of time and duplicative reporting.
- Allow limited flexibility for extraordinary circumstances and minor calendar variations.
- Provide greater clarity, predictability, and implementation guidance.

Instructional Time: Essential Condition for Learning

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Preserving Instructional Time: Equity Impact

Reductions in instructional time can have the greatest effect on students who depend most on schools for learning and support. The Executive Order aims to prevent that by:



Protecting Access to instruction and other school-based resources.



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Requiring public accountability and board approval when instructional time reductions occur.

What the Evidence Tell Us

Instructional Time Affects Learning

Bellei (2009)

Kraft & Novicoff (2024)



Lost Time Means Lost Opportunity

Goodman (2014)

Kraft & Novicoff (2024)



The Effect is Meaningful, Not Automatic

Lavy (2015); Kraft & Novicoff (2024)





Preserving instructional time protects the opportunity to learn.

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Proposed Permanent Rule

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What Changed

TEMPORARY RULES

- Separate bell-to-bell SIT measure
- Immediate restrictions on further reductions
- SIT Restoration Plans or Justification
- No exemptions other than declared state or federal emergencies

PERMANENT RULES PROPOSAL

- Division 22 becomes the ongoing preservation framework
- Higher of 2024-25 or 2025-26 becomes the district baseline
- Existing SIT commitments remain through 2027-28
- Up to 16 hours for defined circumstances with local approval

Preserving Student Instructional Time: Permanent Rule Adoption

- ***OAR 581-022-2320 (Required Instructional Time):***Establishes Oregon's Division 22 instructional time requirements
- ***OAR 581-022-2323 (Preserving Instructional Time):*** The temporary rules adopted to implement the Executive Order
- ***OAR 581-002-0035 (Prohibits waivers):*** Governs circumstances under which Division 22 requirements may be waived (declared emergencies)
- ***OAR 581-022-0102* (Definitions):** Contains definitions applicable to the Division 22 standards.

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Rule Language Amendment - OAR 581-022-2320 (Required Instructional Time)

Instructional Hour Baseline and Public Transparency

(11)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

Rule Language Amendment - OAR 581-022-2320 (Required Instructional Time)

Instructional Hour Baseline and Public Transparency

(11)(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

Rule Language Amendment - OAR 581-022-2320 (Required Instructional Time)

16 Hour Allowance for Extraordinary Circumstances

(7) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following…

(f) Up to 16 hours for extraordinary circumstances and calendar variances.

Rule Language Amendment - OAR 581-022-2323 (Preserving Instructional Time)

Sunsetting Student Instructional Time

(7) A district's obligation to restore and provide student instructional time under this rule [OAR 581-022-2323] sunsets on June 30, 2028.

Rule Language Amendment - OAR 581-002-0035 (Prohibits Waivers)

Eliminating waivers

1(b) Waiver of Required Instructional Time: Notwithstanding section (1)(a) of this rule, the State Board of Education may not grant waivers for the instructional time requirement set forth in OAR 581-022-2320, except in the case of a declared national or state disaster or a public health emergency.

Rule Language Amendment - OAR 581-022-0102 (Definitions)

Defining "extraordinary circumstance" and "calendar variance"

"Extraordinary Circumstance"

Means an extraordinary condition or incident (such as widespread illness, power outages, water main breaks, exposure to leaking gas or harmful chemicals, or security threats) or an act of nature (such as inclement weather, flooding, or earthquakes).

"Calendar Variance"

Means a variance of no more than a calendar day from the immediately preceding school year because of a leap year, holiday, orientation event held before the beginning of the school year, or similar reason.

Preserving Student Instructional Time: Proposed Permanent Rules



- Return ongoing requirements to existing Division 22 instructional time framework (OAR 581-022-2320).
- Maintain restoration commitments established under temporary rules.
- Require restoration or public justification when instructional time falls below baseline.
- Allow up to 16 hours of limited flexibility under defined conditions.

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Thank You

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Play-Based Learning

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SB 1596 (2026) Bill Implementation: Play-Based Learning and Instructional Time

Eric Anderson, Assistant Superintendent Office of Teaching, Learning, and Assessment 482

Vanessa Martinez, Director Standards and Instructional Support

Play-Based Learning Overview

- Play-based learning uses free play and guided play as intentional instructional strategies that promote student agency, academic, social, and emotional skills across content area standards.
- Research shows that play-based learning strengthens language, literacy, mathematics, problem-solving, creativity, and long-term learning outcomes.
- Oregon Senate Bill 1596 (2026) recognizes play-based learning as instructional time for grades K-5, distinguishing it from recess and emphasizing developmentally appropriate, culturally responsive, and trauma-informed practices.
- The bill promotes equitable learning environments by encouraging culturally and linguistically responsive, strength-based approaches that **honor students' identities, experiences, and ways of learning.**



Senate Bill 1596 (enrolled)

(1) As used in this section:

(a) “Free play” means activities that:

(A) Are performed by a child for self-amusement; and

(B) Are spontaneous, voluntary, unstructured and child-directed.

(b) “Guided play” means experiences that:

(A) Are under adult guidance; and

(B) Combine the child-directed nature of free play with a focus on learning outcomes.

(c) “Play-based learning” means learning that:

(A) Emphasizes free play or guided play; and

(B) Uses developmentally appropriate strategies that can be integrated into existing learning standards.

(2) Any rules adopted by the State Board of Education that prescribe requirements for instructional time shall allow play-based learning to be considered instructional time for students in kindergarten through grade five.

(3) For the purpose of this section, play-based learning does not include participation in physical education that complies with the requirements of ORS 329.496 or recess.

Amended Definitions in OAR 581-022-0102

“Free play”: Activities that:

(a) Are supervised by an adult;

(b) Are child-led based on the child’s interests; and

(c) Are spontaneous, voluntary, unstructured, and child-directed.

“Guided play”: Experiences that:

(a) Are under adult guidance; and

(b) Combine the child-directed nature of free play with a focus on learning outcomes.

"Play-Based Learning": Learning pursuant to instruction that is:

(a) Intentionally aligned to state standards;

(b) Uses guided play or free play strategies; and

(c) Is provided by a licensed educator or person working under the direction of a licensed educator.

"Play-Based Learning" does not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

"Recess": A regular time in the school day for physical activity and play.

Amendments to OAR 581-022-2320: Required Instructional Time

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.



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Next Steps Based on Feedback

ODE will provide guidance for how schools and districts might implement play-based learning as an instructional strategy during instructional time:

- Recess
- High-Quality Instructional Materials
- Screen-Time as play
- Support for school and district leaders



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Proposed Adoption Schedule

Content Area	State Evaluation & Adoption Year	Classroom Use by Fall…	Postponement Ends Fall…
English Language Arts	**2027**	2028	2030
English Language Proficiency	2028	2029	2031
2029 Targeted Literacy Implementation Support Year			
Mathematics	**2030**	2031	2033
2031 Targeted Mathematics Implementation Support Year			
Health	2032	2033	2025
Science	**2033**	2034	2036
2034 Targeted Science Implementation Support Year			
Social Sciences	2035	2036	2038

Oregon State Board of Education Docket

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Summary

Meeting Date: 10/15/2026
Title: High-Quality Instructional Materials
Status: Second Reading/Adoption (no changes)
Presentation: Yes
Key Staff: Eric Anderson, Vanessa Martinez, and Deirdre Banning
Topic Summary: Oregon's HQIM adoption schedule is planned and approved by the Board through 2026. To fulfill statutes in Chapter 337 of ORS and provide essential information to districts in a timely manner, ODE must recommend a subject-matter cycle (adoption schedule) for Board adoption no later than October 2026. This presentation shares revisions to Division 22 rules and outlines the need to adjust the adoption schedule to support the implementation of HQIM.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?

The purpose of the ODE's High-Quality Instructional Materials (HQIM) program is to provide resources and support districts in the adoption and implementation of engaging, affirming, and grade-level HQIM, with the goal of building instructional coherence across school systems. Required instructional materials adoptions occur on a "Subject Matter Cycle" established by the State Board of Education, commonly referred to as the adoption schedule. In alignment with the adoption schedule, ODE facilitates an educator and content expert committee-driven development process for the selection of HQIM criteria, evaluation of submitted instructional materials, and recommendation of a list for the State Board of Education to review and consider for adoption.

Per Division 22, districts are required to implement instructional materials at the start of the school year following Board adoption. Districts may adopt HQIM from the Board-approved list or through an independent adoption process as outlined in OAR 581-022-2350. The adoption schedule serves as the calendar of required instructional materials implementation dates for districts. Through this schedule, districts can plan and budget for the procurement of instructional materials.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   Chapter 337 of the Oregon Revised Statutes (ORS) establishes the statutory requirements for the evaluation and adoption of instructional materials and delegates authority to the State Board of Education to determine related processes and procedures. Pursuant to ORS 337.050, the Board is required to **adopt instructional materials for periods determined by the Board.** Chapter 581, Division 11 of the Oregon Administrative Rules (OAR) implements ORS Chapter 337 by outlining the processes governing textbooks and instructional materials. Specifically, OAR 581-011-0071 provides that the Board fulfills the requirement set forth in ORS 337.050 through the "subject matter cycle" adopted by the Board, commonly referred to as Oregon's HQIM Adoption Schedule.

   OARs 581-022-2030, 581-022-2350, 581-022-2355, and 581-022-2360 direct district action on instructional materials adoption processes. In internal and external engagement, it was determined **necessary to align district requirements outlined in Division 22 rules to the recommended adoption schedule.** This requires formal rule revision, and these revisions (in the form of three revised rules, and one new rule) are being proposed alongside the adoption schedule. Namely, Division 22 rule-changes are necessary to clarify which content areas follow the state adoption schedule and which content areas follow local independent adoption processes.

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   This item was brought to the Board on September 17, 2026 for a first reading presentation. At that time, no actionable feedback was received.

   Related components, particularly the HQIM adoption schedule, have been brought before the Board on several occasions:

   - **June 2018:** The Board approved postponement of the World Languages HQIM evaluation from July 2019 to July 2020 to account for shifts in national standards.
   - **May 2020:** The Board approved a revised adoption schedule extending through 2026.
   - **January 2023:** The Board approved a two-year postponement of the Physical Education adoption to align with the 2024 revision of the SHAPE National Physical Education Standards.
   - **October 2025:** The Board was informed of the postponement of World Languages and The Arts, at which time ODE committed to proposing a revised adoption schedule.

- **December 2025:** Division 11 was updated to align with statutory changes mandated by SB 141 (removal of publisher fee system).
- **June 2026:** The State Board adopted a full Division 11 revision, updating ODE's HQIM program. Additionally, ODE shared an informational presentation at the June meeting with a draft of the adoption schedule for 2027–2036.

4. Why is this item coming before the Board now?

In alignment with national research on best practice for supporting implementation and following extensive engagement with statewide education partners and the HQIM Technical Advisory Committee (TAC), ODE drafted a proposed HQIM adoption schedule supported by the recently established HQIM program budget.

This item is coming to the board now, as the current state board-adopted adoption schedule ends in 2026. The proposed schedule begins in 2027, with the evaluation and adoption of English Language Arts. K-12 ELA standards were updated in the Spring of 2026 and adopted by the State Board in June 2026. According to OAR 581-011-0155, the State Board shall "Review the criteria which will be used in the evaluation of instructional materials submitted for adoption and adopt the criteria no later than its January meeting in the scheduled adoption year." To align with this rule, the State would need to adopt the proposed adoption schedule before reviewing and adopting the ELA criteria by January 2027.

Ongoing partner engagement identified potential areas of ambiguity within existing Division 22 rules and between the rules and the proposed adoption cycle. ODE conducted a Division 22 policy review to identify which rules provided ill-defined expectations for districts or were in tension with the proposed adoption schedule. As a result of these review findings, revisions were made to OARs 581-022-2030, 581-022-2350, and 581-022-2355, and a new rule, OAR 581-022-2035, was drafted:

- Draft OAR 581-022-2035 was created to outline expectations on the "Standard Curriculum," distinguishing content areas that would be included on the state board adopted adoption schedule.
- OAR 581-022-2030 features a title update from "District Curriculum" to "District Instructional Program" and clarifies which content areas require adopted instructional materials.
- OAR 581-022-2350 "Independent Adoption of Instructional Materials" revisions clarify the timeline expectations for independent adoptions, dependent on whether the content area under consideration is included in the state adoption schedule (in alignment with the above drafted OARs).
- OAR 581-022-2355 "Instructional Materials Adoption" revisions clarify timeline expectations for HQIM adoptions, dependent on whether the content area under consideration is included in the state adoption schedule (in alignment with the above drafted OARs).

ODE is proposing the above amendments to Division 22 alongside the proposed adoption schedule to better define expectations related to instructional materials adoption and required implementation timelines. The amendments to Division 22 will help to support the proposed HQIM adoption schedule.

5. Who requested or brought about the need for this item? (Select all that apply.)

- ☒ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☒ School Districts
- ☒ Education Service Districts
- ☐ Charter Schools
- ☐ Oregon State Legislature
- ☒ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

In the initial phases of engagement, several educational partners were identified and attended or co-hosted listening sessions with ODE. This included: the Coalition of School Administrators (COSA), the Oregon School Board Association (OSBA), Oregon Superintendents, the Oregon Association of Educational Service Districts (OAESD), Oregon Association of School Business Officers (OASBO), Oregon Education Association (OEA), Student Success Committee members, and the Youth Advisory Council (YAC). General invitations were sent out through all content area listservs. Internal partners were also engaged. As the next phase, the Office of Teaching, Learning, and Assessment (OTLA) convened a HQIM Technical Advisory Committee (TAC) to collaboratively develop the adoption schedule, and to provide feedback on Division 11 rules and the revised adoption schedule. The TAC included representatives from all regions across

Oregon and was comprised of educators, district administrators, ESD curriculum leads, and specialists in K-12 instruction.

In the final phase, general engagement sessions open to all educational organizations were circulated to the partners above, to attend a synchronous listening session, or review background materials asynchronously and submit a survey. These options were presented strategically to capture a wide range of partner voices over the summer months. Additionally, sessions were strategically scheduled up to early September to allow school building-level partners and educators to attend.

The proposed changes to Division 22 rules improve transparency and usability by simplifying rule structure and clarifying district adoption timelines, which supports equity by allowing ODE to implement the HQIM program consistently and clearly statewide. Additionally, accessible and understandable policy is essential to civic engagement, ensuring that Oregonians can meaningfully understand and engage with ODE's decisions and priorities. This clarity strengthens statewide alignment and supports equitable access to high-quality instructional materials that improve student outcomes.

The proposed adoption schedule and rule changes would ensure more equitable access to high-quality instruction by providing districts additional time, statewide support, and professional learning to effectively implement HQIM. This would reduce variability in statewide instructional experiences, which research shows disproportionately and negatively impacts historically and currently underserved students and communities in small, rural, and remote areas. It also creates more flexibility for districts to make locally responsive decisions that reflect the unique strengths, cultures, and needs of their communities.

The proposed changes provide more flexibility for districts to make locally responsive decisions that reflect the unique strengths, cultures, and needs of their communities. Additionally, spacing costly adoptions further apart reduces pressure on district staff and budgets, particularly in small, rural, and remote districts where limited personnel and resources can create barriers to implementation. Together, these changes support more equitable opportunities for students and more sustainable conditions for educators across Oregon.

After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)

☒ No

☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below

☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

7. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☒ Educator Advancement Council (EAC)
   - ☒ Higher Education Coordinating Commission (HECC)
   - ☒ Youth Development Oregon (YDO)
   - ☒ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

   Please enter your answer here

8. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

   Why did your office/team focus on the above geographical perspective(s)?

   Statewide engagement occurred in three phases. Phase 1 in the winter through spring of 2026 was a series of statewide listening sessions and a survey to gather feedback on the existing adoption schedule, and Division 11 rules. Phase 2 involved recruiting a statewide HQIM Technical Advisory Committee (TAC) to advise and provide detailed feedback on the drafted adoption schedule, and Division 11 rule changes. The finalized Division 11 rule changes were brought to ORCA and SBE in May 2026 for a first read, and in June 2026, for a second read and adoption. At that same June State Board meeting, ODE shared the drafted adoption schedule in an informational presentation for feedback and noted that ODE would review existing Division 22 rules for any needed rule revisions to align with the new proposed schedule.

In Phase 3 of engagement, multiple statewide listening sessions and a survey were offered in the summer of 2026, on the revised adoption schedule, and drafted Division 22 rule revisions. This was circulated statewide, with the intention of allowing school districts from all over Oregon to participate.

9. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

The item was presented to the Ongoing Community Rules Advisory Committee (ORCA) on September 3, 2026, and on October 1, 2026. During the first presentation, ODE received feedback regarding clarifying Division 22 reporting expectations. ODE's HQIM team reviewed the relevant policies and revised one recommended rule (OAR 581-022-2035 "Standard Curriculum") to further clarify Division 22 district assurances. This revision was reflected in the draft rules presented to the Board in September. No revisions were made to the rules after the first reading, however, ODE is in the process of developing guidance to support districts.

The following is a summary of the most recent (Phase 3) feedback conducted in summer 2026, which is directly aligned to the proposed Division 22 rule revisions, and the proposed adoption schedule:

- Feedback was generally supportive of the proposed adoption schedule, with respondents citing improved spacing between major adoptions, greater manageability given district capacity and budget constraints, and continued statewide focus on HQIM in core content areas.
- Respondents welcomed the added clarity from the standard curriculum and district instructional program rule changes, along with the local flexibility offered through independent adoptions.
- Engagement participants raised challenges that independent adoptions may place additional workload, cost, and responsibility on districts that may lack adequate staffing, and that content areas outside the standard curriculum, including World Languages, the Arts, Physical Education, Personal Financial Education, and Higher Education and Career Path Skills may receive less consistent attention or support.
- Respondents also called for stronger implementation support, including templates, funding assistance, and ongoing guidance.

To respond to this feedback, ODE is developing guidance on the proposed changes, including their impact on Division 22. Additionally, ODE is exploring avenues to partner with ESDs on continued implementation support, such as curriculum-based professional learning or local evaluation of content areas outside the standard curriculum. ODE will continue to regularly update content standards and develop instructional materials criteria for all content areas in the district instructional program.

10. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

The second read at the Ongoing Community Rules Advisory (ORCA) in October.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

11. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

12. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

Moving from a seven to nine-year adoption cycle may provide long-term cost savings by reducing the frequency of major adoptions and spacing the costliest adoptions at three-year intervals. Additionally, the proposed adoption schedule will eliminate scheduled double adoption years, and build in implementation years, with no state-scheduled adoptions during those years. These changes allow districts greater flexibility to make decisions around local needs, capacity, and budget.

In terms of administrative impact, ODE plans to partner with ESDs to support districts with curriculum-based professional learning, and building capacity for sustained implementation. This is particularly relevant for small, rural, and remote communities, where staffing capacity is often more limited, and the ability to draw on regional ESD support can help offset those constraints.

13. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

The passage of the proposed adoption schedule and Division 22 rule revisions would result in a shift in administrative impact for the HQIM core team, in the scheduled processes for conducting evaluations, and in regular supports provided to districts in adopting instructional materials, and implementing materials. There would be a shift towards additional support for

implementation during the scheduled implementation support years, where administrative efforts would focus on providing intensive implementation supports and creating the infrastructure for supporting curriculum-based professional learning, and additional content area implementation guidance.

The intensive support for implementation would be fiscally and administratively enabled by the state no longer conducting statewide evaluations of World Languages, The Arts, and Physical Education on the proposed adoption schedule. Ongoing content area support from educational specialists and the HQIM team would continue as before.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

14. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The intent behind the change to the adoption schedule is to give districts more time between adoptions to focus on implementation. Research supports that students who consistently use high-quality materials make larger academic gains, particularly those starting below grade level. An adoption schedule that allows more time for curriculum-based professional learning for implementation has the potential to benefit these students most.

15. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Teachers and staff, especially those in small, rural, and remote districts with limited capacity, will benefit from a strategically spaced-out adoption schedule, with increased designated implementation time during scheduled implementation years. This creates space for more curriculum-based professional learning, and for local district and ESD partnerships in building and sustaining implementation supports, including professional learning. Additionally, ODE plans to support implementation guidance by partnering with ESDs and investing in curriculum-based professional learning.

The shift to locally determined, independent adoptions for World Languages, the Arts, Physical Education content areas, and Personal Financial Education, and Higher Education and Career Path Skill courses, may result in greater local variability in the adoption timeline for these content areas, as districts determine a timeline that best supports each district and their local community. This change positively impacts K-5 educators, who in engagement feedback,

indicated that in the previous adoption schedules they were responsible for implementing a new content area adoption in classrooms each year. This schedule is intended to give educators more space and time for implementation so teachers can skillfully use them with students.

The proposed Division 22 rule changes are intended to have a positive school district administrative impact by clarifying district adoption expectations and timelines. Districts would continue to provide assurance reports of compliance to their school board and to the state for the revised rules. However, reporting district adoptions according to the timeline on the state-adopted schedule (content areas in the Standard Curriculum) would be reduced from nine content areas in seven years to six content areas in nine years. While districts would report Division 22 compliance with independent adoption requirements for content areas not on the Standard Curriculum list, those adoptions would no longer be on a schedule determined by the state. These changes are expected to result in an overall decreased reporting burden for districts.

16. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

In the short term, districts will see a more predictable and spaced-out adoption schedule, moving from a seven-year to a nine-year cycle, along with added clarity in Division 22 rules. In the long term, the adjustment in schedule is intended to shift the statewide system's focus from simply adopting materials toward supporting full implementation, including curriculum-based professional learning, coaching, and data use, which research shows is what drives improved outcomes. At a high level, there are several key structural changes in the recommended schedule:

- **Concentrates more intensive state support within six content areas:** English Language Arts, English Language Proficiency, Mathematics, Science, Health, and Social Sciences. Physical Education, World Languages, and the Arts, would move off the statewide adoption schedule and shift to a local evaluation process with support from ODE and ESDs through standards-aligned resource lists and guidance. ODE would continue to revise standards and create state board approved adoption criteria in these areas.
- **Slows down the pacing** of the adoption schedule from a seven-year period to a nine-year cycle, creating more time for adoption, transition, and implementation.
- **Establishes one statewide adoption** per year, reducing overlap and allowing districts to better plan and sequence their work.
- **Creates a three-year spacing between the three assessed and most costly content areas**—ELA, Mathematics, and Science—giving districts additional time to sustainably implement new materials before beginning the next major adoption.

- **Builds in dedicated implementation years following ELA, Math, and Science adoptions** to give districts and educators time to engage in curriculum-based professional learning and establish the conditions for effective implementation.
- **Improves instruction at the K-5 level,** by giving K-5 educators, who often teach across multiple content areas, the time and space to focus deeply on learning and implementing each set of materials well.

If implementation support is sustained over multiple adoption cycles, the proposed adoption schedule and associated Division 22 rule changes could help close gaps in statewide materials usage. These changes could reduce the disproportionate impact on students who are furthest behind academically, while also potentially easing recurring strain on district budgets and staffing.

17. What are the anticipated short- and long-term consequences of <u>inaction</u> on this item and who would experience those consequences?

Without Board action, the current adoption schedule would continue a shorter, more frequent cycle without the added spacing and implementation support this item provides, increasing the risk of adoption fatigue and inconsistent materials usage. Inaction would most directly affect students who are below grade level, since research indicates that measurable gains depend on strong implementation support, not only access to materials. It would also continue to place a heavier burden on small, rural, and remote districts, which have historically had the least capacity to independently fund and staff full-scale implementation efforts, and on subject areas like World Languages, the Arts, and Physical Education, which have already faced repeated postponements. Board inaction would also result in a continued burden on K-5 educators, who in all phases of engagement indicated that the existing schedule resulted in annual adoptions with little or no time allocated towards sustained professional learning and implementation.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

18. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

The four revisions to Division 22 rules include:

- A new OAR 581-022-2035 "Standard Curriculum", which distinguishes which content areas fall under the State Board's adoption schedule;

- A revised OAR 581-022-2030, renamed from "District Curriculum" to "District Instructional Program," which clarifies which content areas require adopted instructional materials, including independently adopted materials.
- Further revisions to OARs 581-022-2350 "Independent Adoption of Instructional Materials" and 581-022-2355 "Instructional Materials Adoption" to clarify timeline expectations for independent adoptions and HQIM adoptions depending on whether a content area sits within the standard adoption schedule.

ODE is also proposing a new HQIM adoption schedule that reduces the number of required standard curriculum content areas from nine to six, extends the adoption cycle from seven to nine years, adds three-year spacing between major assessed areas (ELA, Mathematics, and Science), and builds in dedicated implementation support years following the adoptions for content areas included on State Assessments.

The key decision for the Board is whether to support this shift toward a shorter list of state-adopted content areas paired with a longer cycle and dedicated implementation time, while allowing other content areas and courses (World Languages, the Arts, Physical Education, Personal Financial Education, and Higher Education and Career Path Skills) to move to a local independent adoption process with differentiated ODE supports, including guidance, standards revision, and criteria development.

19. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

Throughout each phase of engagement, partners consistently raised concerns that the current fast-paced, overlapping adoption schedule limited districts' ability to align adoption decisions with local capacity, staffing, and budget, and that this created uneven implementation and inequitable learning outcomes across the state. The proposed schedule adds spacing, dedicated implementation years, and clarified timelines responding to feedback from education partners.

This work aligns with the Board's Mission of equitable policies and practices, since the proposed schedule is designed to reduce the disproportionate strain the current cycle places on districts with fewer resources, particularly small, rural, and remote districts, helping close gaps in implementation quality rather than only access to materials. It centers diversity, equity, and inclusion by using engagement findings, gathered from educators, administrators, and partners across district sizes and regions, to shape both the schedule and the rule language. The engagement process sought input from partners representing varied racial, linguistic, cultural, socioeconomic, and geographic perspectives, and that input directly shaped the current proposal.

20. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

ODE is recommending that the Board move to adopt the one new OAR, three revised Division 22 OARs, and the associated HQIM adoption schedule. This action reflects a commitment to academic excellence by preserving state-led adoption and dedicated implementation support years for the content areas aligned with accountability goals associated with SB 141 and included in State Assessments. This is also in alignment with ODE's strategic plan priority outcomes of increased student achievement in ELA and math, with supporting districts in adopting HQIM and building statewide HQIM implementation capacity as high-leverage strategies (AE 1.1 & 1.2, and AE 2.1 & 2.1). These changes would allow Oregon school districts to engage in best practices with curriculum-based professional learning tied to HQIM to drive student achievement.

The action reflects a commitment to belonging and wellness by aiming for more equitable access to high-quality instruction across the state, reducing the disparities in implementation capacity that have historically disadvantaged small, rural, and remote communities, and by differentiating continued state support for World Languages, the Arts, Physical Education, Personal Financial Education, and Higher Education and Career Path Skills.

Finally, this action reflects the state's work to reimagine accountability in accordance with SB 141 by shifting from a compliance-heavy, uniform adoption structure toward a model that gives districts more flexibility for independent adoptions and reduces the Division 22 assurances reporting for district adoption of content areas aligned with the state adoption cycle from nine content areas to six content areas. While districts would still report compliance with independent adoption requirements for content areas not on the Standard Curriculum list, this would no longer be on a schedule determined by the state. This change would allow ODE's focus to shift toward supporting genuine implementation through professional learning, coaching, and data use, rather than tracking adoption compliance alone.

21. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies

☒ Guidance and/or supplemental resources
☐ Other: _____

22. Has this item changed since the last Board meeting?

☐ N/A; this item has not previously been before the Board
☒ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to the High-Quality Instructional Materials. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

581-022-**2035 Standard Curriculum – Proposed New Rule**

(1) As used in this rule, "standard curriculum" means instructional materials adopted in accordance with OAR 581-022-2355 on the subject matter schedule established by the State Board of Education in OAR 581-011-0165.

(2) The standard curriculum shall include the following content areas:

(a) English Language Arts;

(b) Mathematics;

(c) Science;

(d) English Language Proficiency;

(e) Health Education; and

(f) Social Sciences.

Statutory/Other Authority: ORS 337.050

Statutes/Other Implemented: ORS 337.050

581-022-2030

District **Instructional Program** *[Curriculum]*

[(1) As used in this rule, "curriculum" means the planned instructional program, which includes the goals, essential skills, academic content standards, materials and instructional materials as defined in OAR 581-011-0050, supplemental resources, instructional methods, and assessments needed to help students develop critical skills and knowledge.]

[2] **1)** Each school district shall provide a planned K–12 instructional program **which includes the goals, essential skills, content standards, adopted instructional materials and supplemental resources, instructional methods, and assessments needed to help students develop critical skills and knowledge.**

[(3)] (**2)** The planned K–12 instructional program shall include **the following** *[c]***C**ommon *[c]***C**urriculum *[g]***G**oals adopted by the State Board of Education *[to include]*:

(a) Content Standards as defined in OAR 581-022-0102(10) for the following:

(A) English Language Arts;

(B) Mathematics;

(C) Science;

(D) Social Science (including history, geography, economics and civics);

(E) The Arts;

(F) World Languages;

(G) Health Education **(including Comprehensive Sexuality Education)**;

(H) Physical Education;

(I) Comprehensive School Counseling; and

(J) Social and Emotional Learning;

[(b) Additional Common Curriculum Goals for technology;]

[(c)] **(b)** Essential Skills; and

[(d)] **(c)** Career education as outlined in OAR 581-022-2055, which may include career and technical education.

(3) The Social and Emotional Learning and Comprehensive School Counseling content standards may be integrated within the K-12 instructional program and within other subject areas. The independent adoption requirements in OAR 581-022-2350 do not apply.

(4) In addition to the requirements outlined in section (3), each school district offering grades 9 or higher shall provide a planned 9–12 instructional program, which includes the following academic content standards:

(a) Personal Financial Education; and

(b) Higher Education and Career Path Skills.

[(5)] **(4) Each** *[The]* school district shall also provide instruction in other areas identified in **OAR** *[c]***C**hapter 581, **D**ivision 22**.** *[of the Oregon Administrative Rules., including:}*

[(a) Infectious diseases, including AIDS/HIV and Hepatitis B;]

[(b) Substance use prevention education; and]

[(c) Emergency plans and safety programs.]

(56) **Each** [*The]* school district **shall also** *[is also accountable to]* provide instruction in compliance with requirements set forth in ORS Chapter 336**.***[, Conduct of Schools Generally.]*

Statutory/Other Authority: ORS 326.051
Statutes/Other Implemented: ORS 329.045

581-022-2350

Independent Adoptions of Instructional Materials

(1) Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. **Such district adoptions shall be known as independent adoptions.**

(a) For instructional materials in content areas that are included in the standard curriculum as described in OAR 581-022-2035, independent adoption shall be made in accordance with the subject-matter cycle established by the Board in accordance with OAR 581-011-0165.

(b) For instructional materials in content areas that are not included in the standard curriculum, unless exempted, the district school board shall independently adopt instructional materials at a time determined by the district, subject to the requirements of this rule.

(*[3]***2**) The district school board shall involve parents and citizens in the process. [*Such district adoptions shall be known as independent adoptions.]*

*([4]***3**) In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

(*[1]***a**) The subject, category, and grade level(s) in which the instructional materials will be used;

(*[2]***b**) The title of the instructional materials;

(*[3]***c**) The publisher of the instructional materials;

([*4*]**d**) The copyright date of the instructional materials**, or the version number or retrieval date of materials that are continuously updated**;

([*5*]**e**) The date on which the district intends to install the instructional materials for use in the school system; and

(*[6]***f**) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

(*[7]***g**) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

(*[8]***h**) Digital, electronic, or web-based materials must include an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508.

Statutory/Other Authority: ORS 337.050(2) & 337.141
Statutes/Other Implemented: ORS 337.120 & 337.141

581-022-2355

Instructional Materials Adoption

(1) For each program and course in grades K-12, each school district*[, on a cycle established by the State Board of Education,]* shall select and provide students with free appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field.

(a) For instructional materials in content areas that are included in the standard curriculum as described in OAR 581-022-2035, adoption shall be made in accordance with the subject-matter cycle established by the Board in accordance with OAR 581-011-0165.

(b) For instructional materials in content areas that are not included in the standard curriculum, the district school board shall independently adopt on a schedule determined by the district as described in OAR 581-022-2350, unless exempted.

(2) The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement.

(*[2]***3**) The school district process must identify whether the district coordinates with the National Instructional Materials Access Center (NIMAC) when purchasing print materials under OAR 581-022-2350 and 581-022-2360.

(*[3]***4**) Districts that do not coordinate with NIMAC must provide instructional materials to persons who are blind and persons with print disabilities in accessible formats under 581-015-2060.

(*[4]***5**) Sufficient quantities, including those produced in alternate formats and those that cannot be produced from NIMAS files, shall be available in a timely manner to accommodate the number of students who will be using them at any one time. A timely manner means the materials are available at the same time materials are available for students who do not need materials in alternate formats.

High-Quality Instructional Materials (HQIM): Adoption Schedule and Division 22 Rules

Second Reading

October 15, 2026

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Eric Anderson, Assistant Superintendent of Office of Teaching, Learning, and Assessment
Vanessa Martinez, Director Standards and Instructional Support
Deirdre Banning, Instructional Materials Coordinator

Agenda

- Oregon's Vision and Context
- Recommended Schedule & Rule Revisions
- Engagement Process
- HQIM Implementation Supports

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Imagine if every Oregon educator had access to HQIM, and the tools, knowledge, and confidence to use them with integrity each school day.



Imagine if every Oregon student had learning experiences that were scaffolded and coherent across grades, classrooms, and content areas.

Oregon's High-Quality Instructional Materials Adoption Schedule

- Districts are required to provide instructional materials for content areas and courses taught.
- Establishes the statewide process for adopting instructional materials.
- Requires districts to adopt materials on a seven-year cycle across nine content areas.
- Creates a predictable schedule for:
  - State Board adoption of HQIM criteria
  - State Board evaluation of HQIM
  - District adoption and implementation of HQIM

Content Area	Evaluation & Adoption Year
World Languages	2020
EL Arts and Proficiency	2021
Mathematics	2022
Science	2023
Health	2024
Social Sciences	2025
Physical Education	2026
World Lang & Arts	Postponed

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Why Revise the Adoption Schedule & Division 22 Rules?

Adoption Schedule Key Challenges:

1. **Overlapping timelines** of multiple content-area adoptions create competing demands for districts.
2. **Limited flexibility** to align adoption decisions with local needs, capacity, and budget.
3. **Insufficient implementation time** to meaningfully and skillfully use the materials

Division 22 Rule Revisions:

1. Align administrative rules with statute.
2. Clarify which content areas follow state versus local adoption processes.
3. Establish clearer, more manageable timelines.

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Recommended Adoption Schedule & Rule Changes

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Content Area	State Eval. and Adoption Year	Classroom Use by Fall	Postponement Ends Fall
English Language Arts	**2027**	**2028**	**2030**
English Language Proficiency	**2028**	**2029**	**2031**
2029 Targeted Literacy Implementation			
Mathematics	**2030**	**2031**	**2033**
2031 Targeted Mathematics Implementation			
Health	**2032**	**2033**	**2035**
Science	**2033**	**2034**	**2036**
2034 Targeted Science Implementation			
Social Science	**2035**	**2036**	**2038**

- 9 required content areas → **6 required content areas**
- 7 year cycle → **a 9 year cycle**
- ELA, Math, and Science **Implementation Support Years**
- **Three year spacing** between ELA, Math, and Science

Summary of Recommended Rule Revisions

Rule Title	Standard Curriculum	District Instructional Program	Independent Adoption of HQIM	HQIM Adoption
Draft OAR Language	DRAFT NEW OAR 581-022-2035	DRAFT OAR 581-022-2030	DRAFT OAR 581-022-2350	DRAFT OAR 581-022-2355
Summary of Changes	Creation of new OAR in alignment with 337.050. Distinguishes content areas included in the State Board of Education's adoption schedule.	Updates the title from "District Curriculum" to "District Instructional Program"; clarifies which content areas require adopted instructional materials.	Clarifies timeline expectations for independent adoptions dependent on whether the content area under consideration is included in the HQIM adoption schedule.	Clarifies timeline expectations for HQIM adoptions dependent on whether the content area under consideration is included in the HQIM adoption schedule.

State and Local Roles with HQIM Adoption

Standard Curriculum *Statewide adoption schedule*	**District Instructional Program** *Follows local independent adoption schedule*
Required ● English Language Arts ● English Language Proficiency ● Mathematics ● Health ● Science ● Social Science	**Required** ● The Arts ● World Languages ● Physical Education ● Personal Financial Education (grades 9-12) ● Higher Education and Career Path Skills (grades 9-12) **Independent Adoptions Not Required** *Framework-based; Integrated; not associated with graduation credits:* ● Comprehensive School Counseling ● Transformative Social and Emotional Learning

Instructional Materials Requirements

Independent Adoption of Instructional Materials OAR 581-022-2350	Instructional Materials Adoption OAR 581-022-2355
Outlines the requirements for local adoption of materials that are **not** on the SBE-approved list (known as independent adoptions).	Outlines the requirement for K-12 public school districts to adopt and provide students with access to HQIM for all courses and content areas.
Revisions clarify timelines: ● Standard Curriculum Areas: districts shall follow the State Board-adopted cycle. ● Other areas: the district determines the timeline.	

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District Instructional Program Supports

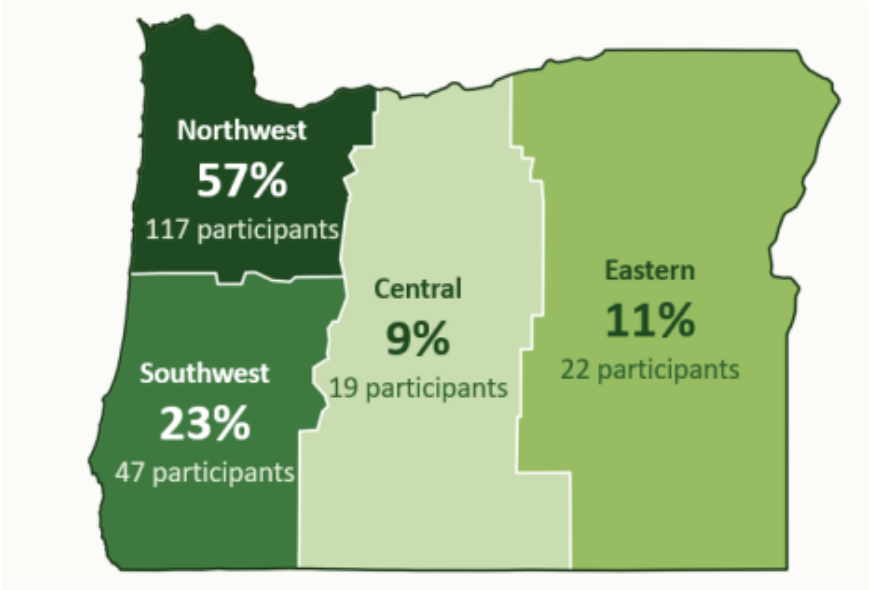
- Regular revision and adoption of standards by State Board
- State Board adoption criteria for independent adoptions
- Maintain and update guidance and resources
- Independent adoption technical assistance
- Support regional collaboration opportunities with ESDs



Engagement

Statewide Engagement Across Three Phases

Location of Participants

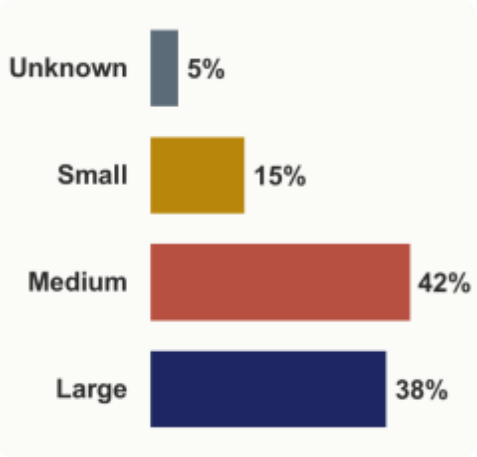


Oregon Department of Education

235

total engagement touchpoints

Participant by District Size



Content Areas Prioritized to be on State Adoption Schedule

Content area	Which content should be on the schedule?
English Language Arts	97.9% (n=92)
Mathematics	96.9% (n=93)
Science	91.6% (n=87)
Social Sciences	80.4% (n=74)
English Language Proficiency	67.1% (n=57)
Health	64.4% (n=56)
World Languages*	32.9% (n=28)
Physical Education	23.5% (n=19)
The Arts*	13.4% (n=11)

HQIM Implementation Supports & Next Steps

Building Statewide Structures to Support Implementation

- Pilot for Literacy Curriculum-Based Professional Learning (CPBL) Summits
- Oregon-specific Implementation tool
- Project statewide data on K-12 ELA & Math adoption in HQIM Adoption Dashboard through the Unified Application.
- Partnering with ESDs on Building Regional Implementation Supports



Next Steps to Support Transition

- Webpage updates to reflect transition, and new webpages
- Statewide Communication plan
  - Late-October Webinar
  - FAQ document
  - One-pager Division 22 guides



Thank You!

Questions?

Contact ODE.InstructionalMaterials@ode.oregon.gov

Senate Bill 141 Implementation: Complaint Processes for Alleged Violations of Division 22 and Division 24 Standards
10/6/26

581-075-0200
Investigations of Potential Violations of Division 22 Standards **or Rules Codified in Division 24**

(1) For purposes of OAR 581-075-0205 and this rule:

(a) "Department" means the Oregon Department of Education.

(b) "District" means a school district, education service district, public charter school, or other education entity to which a rule codified in Oregon Administrative Rules Chapter 581, Division 22 **or Division 24**, applies.

(c) "Public charter school" means an elementary or secondary charter school offering a comprehensive instructional program under a written agreement entered into between a sponsor and an applicant pursuant to ORS chapter 338.

(d) "Sponsor" means:

(A) The board of the school district or the union high school district that has developed a written charter to create a public charter school; and

(B) The State Board of Education pursuant to ORS 338.075.

(2) OAR 581-075-0205 and this rule apply to potential violations of rules codified in Oregon Administrative Rules Chapter 581, Division 22 **or Division 24**.

(3) The department will investigate a potential violation of a rule codified in Oregon Administrative Rules Chapter 581, Division 22 **or Division 24**, if a complainant files an appeal of a complaint initially filed with a district in accordance with OAR 581-075-0205.

(4) Before conducting an investigation under this rule, the department must give written notice to the district that it is going to conduct the investigation. In the notice, the department may order the district to provide the department, in a time and manner ordered by the department, with a written explanation of any action that the district took or did not take with respect to the potential violation.

(5) For purposes of conducting an investigation under this rule, the department may order a district to provide the department with documents and other information necessary to investigate the potential violation.

(6)(a) If the department determines that a violation occurred, the department must issue a final order. If the department determines that a violation did not occur, the department must issue a final order or notice of compliance.

(b) A final order issued under this subsection must contain the facts upon which the department is basing its conclusions, an explanation of the department's conclusions, and if the department determines that a violation occurred, an order directing the district to complete a corrective action plan. If the district is a school district, the corrective action plan must be prepared and completed in accordance with ORS 327.158. If the district is an education service district, the corrective action plan must be prepared and completed in accordance with ORS 334.217. If the district is a public charter school or other type of education entity, the corrective action plan must be prepared in a time and manner prescribed by the department.

(c) Notice of compliance issued under this subsection must contain a summary of the allegations made against the district and a summary of the department's conclusions.

(7) The department must issue a final order or notice of compliance as described in subsection (6) of this rule not later than 210 calendar days after the date on which the department gave notice under subsection (4) of this rule unless the Director of the Oregon Department of Education or the director's designee extends the time by which the department must issue the order or notice for good cause.

(8) If a district does not prepare or complete a corrective action plan, the department may impose any penalty allowed under the laws of this state, including withholding all or part of any distribution authorized under the laws of this state from the State School Fund.

(9) On any date preceding the date on which the department issues a final order or notice of compliance under this rule, the district that is the subject of the investigation may request to prepare a corrective action plan in the same manner that the district would prepare a corrective action plan under subsection (6) of this rule if the department found that the district committed the potential violation. Upon request, the department will assist the district in understanding what corrective action would be appropriate.

Statutory/Other Authority: ORS 326.051, ORS 327.158, ORS 338.115 & ORS 334.217
Statutes/Other Implemented: ORS 326.051, ORS 327.103, ORS 338.115 & ORS 334.217
History: ODE 45-2024, adopt filed 10/23/2024, effective 10/23/2024

581-075-0205
Appeals of Potential Violations of Division 22 Standards **or Rules Codified in Division 24**

(1) The department will investigate a potential violation of a rule codified in Oregon Administrative Rules Chapter 581, Division 22 **or Division 24**, if a complainant files an appeal of a complaint initially filed with a district and the appeal meets the criteria set forth in this rule.

(2) The appeal must be ripe. An appeal is ripe when:

(a) If the district has a complaint process, the district has issued a final written decision to the complainant in accordance with the district's complaint process or the district has failed to resolve the complaint within 90 calendar days of the initial submission of the complaint, unless the district and complainant have agreed in writing to a different time period for resolving the complaint.

(b) If the district does not have a complaint process, the complainant has received any written response from the district or the district has failed to resolve the complaint within 90 calendar days of the initial submission of the complaint, unless the district and complainant have agreed in writing to a different time period for resolving the complaint.

(3) The complaint on which the appeal is based must have been initially filed with the district not later than two calendar years after the date on which the alleged violation occurred or the complainant discovered the alleged violation. For purposes of this subsection, if the alleged violation is of a continuing nature, the date on which the alleged violation occurred is the most recent date on which the alleged violation occurred.

(4) The appeal must be received by the department not later than one calendar year after the date on which the department could have first accepted the appeal under subsection (2) of this section.

(5) The appeal must:

(a) Be in writing;

(b) Be submitted in person, by mail, or electronically; and

(c) Contain:

(A) The name of the person filing the appeal;

(B) If the person filing the appeal has a phone number, address, or email address, the person's phone number, address, or email address;

(C) A statement of facts upon which the appeal is based; and

(D) Any other information requested by the department.

(6) The Director of the Oregon Department of Education or the director's designee may for good cause waive one or more of the requirements described in subsection (5) of this rule.

Statutory/Other Authority: ORS 326.051, ORS 327.158, ORS 338.115 & ORS 334.217
Statutes/Other Implemented: ORS 326.051, ORS 327.103, ORS 338.115 & ORS 334.217
History: ODE 45-2024, adopt filed 10/23/2024, effective 10/23/2024

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 10/15/2026
Title: Complaint Process for Alleged Violations of Division 22 and Division 24 Standards
Status: First Reading
Presentation: Yes
Key Staff: Stacey Guise, Complaint & Appeals Resolution Unit Manager; Cassie Medina, Asst Superintendent, Office of Education, Innovation, and Improvement
Topic Summary: Senate Bill 141 (2025) requires the State Board of Education to adopt a complaint process for alleged violations of rules codified in OAR Chapter 581, Divisions 22 and 24. There currently is a complaint process for alleged violations of rules codified in OAR Chapter 581, Division 22. There currently is not a complaint process for alleged violations of rules codified in OAR Chapter 581, Division 24.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

The Complaint and Appeals Resolution (CARE) Unit at the Oregon Department of Education (ODE) currently accepts complaints alleging discrimination, violations of restraint and seclusion law, retaliation, religious entanglement, and violations of rules codified in OAR Chapter 581, Division 22 (Division 22 standards).

Complaints alleging that a public education entity violated a Division 22 standard currently comprise six percent of all allegations filed with the CARE Unit.

When ODE receives a complaint alleging a violation of a Division 22 standard, ODE processes the complaint by completing the following steps:

(1) Intake Review: ODE analyzes whether the complaint is withing ODE's authority, timely, and ripe.

(2) Notice: If ODE accepts the complaint, ODE sends notice to the district. If the notice requests a response from the district, the district must respond to the complaint in a time and manner ordered by ODE in the notice.
(3) Investigation: ODE investigates the complaint by gathering evidence and completing an investigative report.
(4) Final Order or Notice of Compliance: ODE writes and issues a final order, either finding the district deficient or finding the district not deficient. If ODE finds the district not deficient, ODE may alternatively issue a notice of compliance.

2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?

Section 29 of Senate Bill 141 (2025) requires ODE to contract with an entity to receive recommendations on developing a complaint process.

Section 31 of Senate Bill 141 (2025) requires a complaint process for standards codified in OAR Chapter 581, Division 22.

Section 32 of Senate Bill 141 (2025) requires a complaint process for standards codified in OAR Chapter 581, Division 24.

Section 33 of Senate Bill 141 (2025) requires complaint processes to (a) be adopted by the State Board of Education by December 31, 2026, and (b) take into account the entity's recommendations.

ODE contracted with Northwest Comp Center for recommendations. Northwest Comp Center made the following recommendations: (1) the complaint process should allow for early resolution; (2) complaint materials and forms should be easily accessible; (3) response timelines should be transparent; (4) students should be protected from retaliation; and (5) ODE should analyze statewide trends involving complaints. Although the State Board of Education must take into consideration the entity's recommendations, the board is not *required* by Senate Bill 141 (2025) to do anything other than adopt a complaint process. The board has wide discretion in adopting that process.

NOTE: ODE already has a complaint process for alleged violations of Division 22 standards that currently meets Northwest Comp Center's recommendations. ODE does not have a complaint process for alleged violations of Division 24 standards. For that reason, ODE is recommending making the existing Division 22 complaint processes apply to alleged violations of Division 24 standards (*see* Question #19).

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

No.

4. **Why is this item coming before the Board now?**

   Senate Bill 141 (2025) requires the complaint processes to be adopted by the State Board of Education by December 31, 2026.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☐ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☒ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

   Because ODE already has a complaint process for alleged violations of Division 22 standards, but does not have one for alleged violations of Division 24 standards, education service districts (ESDs) are most impacted by the proposed rule change. The Office of Education Innovation and Improvement engaged with the Oregon Association of Education Service Districts Superintendent Monthly meeting on this change to the rules.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally**

recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)

☒ No

☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below

☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**

☒ N/A; this item does not intersect with other state entities.

☐ Oregon Health Authority (OHA)

☐ Department of Early Learning and Care (DELC; formerly ELD)

☐ Educator Advancement Council (EAC)

☐ Higher Education Coordinating Commission (HECC)

☐ Youth Development Oregon (YDO)

☐ Teacher Standards and Practices Commission (TSPC)

☐ Oregon Housing and Community Services (OHCS)

☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

☒ Northeast Oregon

☒ Central and Southeast Oregon

☒ Southwest Oregon

☒ Willamette Valley and Central Coast

☒ Northwest Oregon

☐ Tribal lands

☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Because ESDs provide educational services throughout the entire state.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

    Feedback overall from ESD leadership was minimal, expressing an understanding of the requirements of the statute. The rule change will have minimal impact on current practices and operations.

11. **Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

    ODE meets with ESD superintendents and the Oregon Association of Education Service Districts twice a month and will continue to seek input and update these two groups on the rulemaking process. In addition, ODE has sought input from the Oregon Association for Talented and Gifted (OATAG), the Oregon School Boards Association (OSBA), and the Coalition of Oregon School Administrators (COSA) on this rulemaking. To date, the agency has received feedback from OATAG, and that feedback currently is under consideration.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. **After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

    ☒ No

    ☐ Yes; please review Appendix B: Grant Consolidation below.

13. **Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

    Although the proposed rule does not require ESDs to have a local complaint process, ESDs that currently do not have a local complaint process may choose to create one.

14. **Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

    No.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

State complaint processes give students and families an opportunity to have an unbiased third party adjudicate alleged violations of law, and they provide those students and families - particularly those who have been and continue to be systemically marginalized - with access to state resources for the resolution of complaints.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

ODE's current complaint processes - and the proposed complaint process before the State Board of Education today - are not punitive. They focus on how to ensure public education entities are in compliance with the law. Although school district employees and volunteers may be implicated in an alleged violation of a Division 22 or 24 standard, those employees and volunteers, if the public education entity is found deficient, would not be subject to punitive action. Instead, they would receive technical assistance and training on how to comply with the law.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

Both the short- and long-term consequences of the State Board of Education adopting a complaint process for Division 24 standards would be to give students and families access to an unbiased adjudicator and state resources when filing complaints alleging violations of Division 24 standards.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Both short- and long-term inaction on this item would result in the State Board of Education and ODE not being in compliance with Senate Bill 141 (2025). Ultimately, this would impact students and families by not giving them the anticipated access to an unbiased adjudicator and state resources with respect to alleged violations of Division 24 standards.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. **Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

    ODE already has a complaint process for alleged violations of Division 22 standards that currently meets Northwest Comp Center's recommendations. ODE's complaint process for alleged violations of Division 22 standards: (1) allows early resolution; (2) makes complaint materials and forms accessible through ODE's website; (3) provides information on response timelines; and (4) protects students from retaliation, through the application of ORS 659.852. ODE also currently gathers data related to statewide trends in complaints.

    That said, ODE does not have a complaint process for alleged violations of Division 24 standards. **For that reason, ODE is recommending that the State Board of Education amend applicable rules so that the current process for Division 22 standards also applies to Division 24 standards.**

    Additionally, ODE wants to make one other small change: ODE wants to clarify that filing requirements can be waived by the Director of ODE or the Director's designee for good cause. This would allow ODE to waive filing requirements for those most in need, including English Learners and students or other individuals with disabilities.

20. **How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?**

    This language is responsive to the identified language in SB141.

21. **Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**
    To adopt the proposed rules at the December 10, 2026, Board meeting.

22. **Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**
    - ☒ N/A; this item does not require any additional support.
    - ☐ Communications plan
    - ☐ Technical assistance, professional development, and/or coaching
    - ☐ Direct or differentiated support for small, rural, or remote school districts
    - ☐ Corrective Action Processes
    - ☐ Safety measures

☐ Organizational culture or practice changes (change management)
☐ Materials and/or supplies
☐ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☒ N/A; this item has not previously been before the Board
☐ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.

SB 141 (2025) Implementation: Complaint Process for Alleged Violations of Division 22 and Division 24

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Stacey Guise (she/her)

Complaint & Appeals Resolution Unit Manager

Office of Relations, Management, & Support

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Cassie Medina (she/her)

Asst. Superintendent

Office of Education Innovation & Improvement

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Senate Bill 141 (2025): Requirements Related to Complaint Processes

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Need for Rulemaking

Senate Bill 141 (2025) Requirements

Section 29 requires the Oregon Department of Education (ODE) to contract with an entity to receive recommendations on developing a complaint process.

Section 31 requires a complaint process for standards codified in OAR Chapter 581, Division 22.

Section 32 requires a complaint process for standards codified in OAR Chapter 581, Division 24.

Section 33 requires complaint processes to (a) be adopted by rule by December 31, 2026 and (b) take into account the entity's recommendations.

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Northwest Comprehensive Center Recommendations

- Complaint processes should allow early resolution.
- Complaint materials and forms should be easily accessible.
- Response timelines should be transparent.
- Students should be protected from retaliation.
- ODE should analyze statewide trends involving complaints.

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Current Division 22 Complaint Process

- Process allows early resolution.
- Complaint materials and forms are accessible through ODE's website.
- ODE communicates response timelines.
- ORS 659.852 protects students from retaliation.
- ODE currently gathers data related to statewide trends in complaints.
- **Process does not apply to alleged violations of Division 24 standards.**

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Summary of Proposal

➔ Makes complaint process that currently applies to alleged violations of Division 22 standards also apply to alleged violations of Division 24 standards.

➔ Allows ODE to waive, for good cause, filing requirements for complainants.

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Summary of Complaint Process for Alleged Violations of Division 22 Standards

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Types of Complaints Accepted by ODE

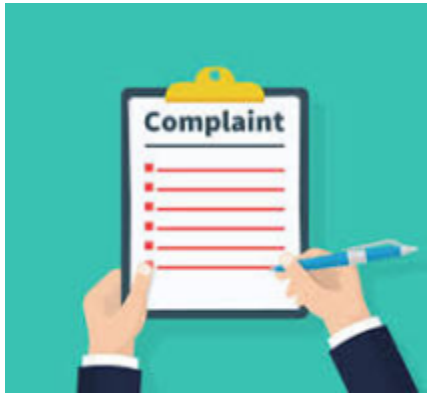
Complaint & Appeals Resolution Unit

- ❑ Discrimination (ORS 659.850)
- ❑ Violation of Restraint and Seclusion Law (ORS 339.285 - 339.303)
- ❑ Retaliation (ORS 650.852)
- ❑ Religious Entanglement (ORS 327.109)
- ❑ **VIOLATIONS OF DIVISION 22 STANDARDS (ORS 327.158)**

Other Units

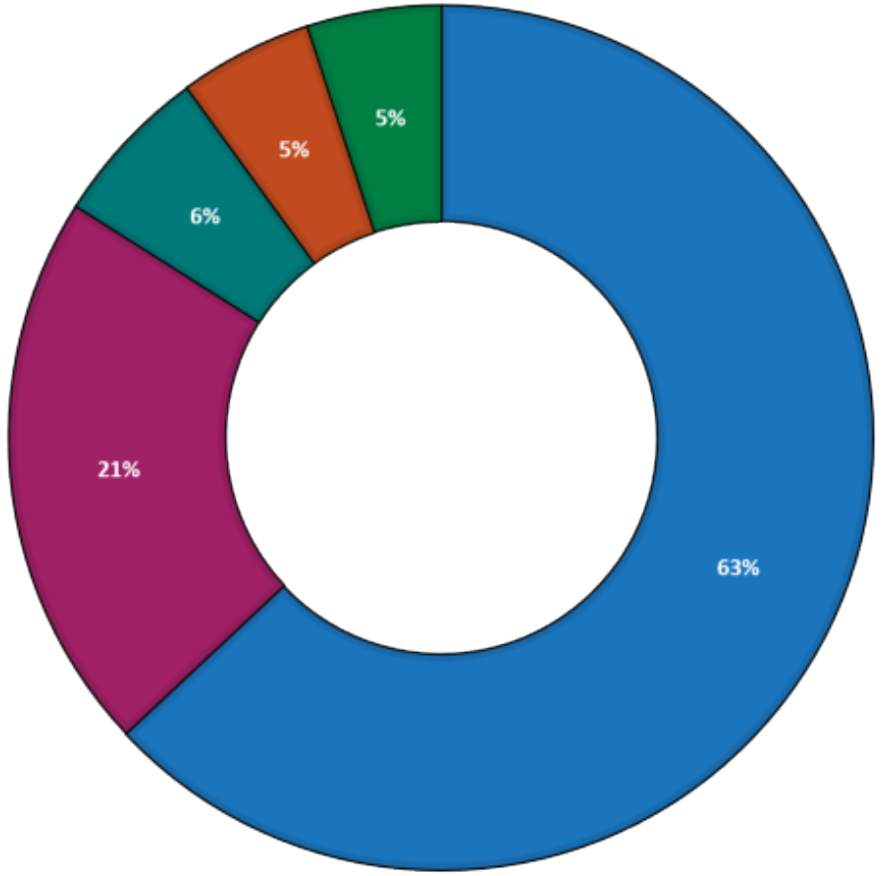
- ❑ Special Education - Individuals with Disabilities Education Act (IDEA)
- ❑ Abbreviated School Day Programs
- ❑ Reports of Sexual Conduct
- ❑ Elementary and Secondary Education Act (ESEA) Equitable Services to Private Schools
- ❑ Appeal of Virtual Charter School Enrollment Denial
- ❑ Child Nutrition Program
- ❑ McKinney-Vento Disputes

545



Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Data Percentages

- Discrimination
- Retaliation
- Violations of R&S Law
- Religious Entanglement
- **Violations of Div 22 Standards**



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Fin

Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Division 22 Process

ODE receives the complaint.

Complaint

If ODE accepts the complaint, ODE sends notice to the district. ODE may require the district to respond to the complaint.

Notice

Once the investigation is complete, ODE issues a final order or a notice of compliance.

Final Order



Intake Review

ODE analyzes whether the complaint is within ODE's authority, timely, and ripe.

Investigation

ODE investigates the complaint.

Corrective Action

If ODE finds the district deficient, district prepares a corrective action plan for ODE approval.

Before ODE issues final order, district may enter early resolution by requesting to prepare a[547] corrective action plan for ODE approval.

Early Resolution

Engagement to Date

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Engagement Strategy

ESD leaders are most impacted by this rule change. The Office of Education Innovation and Improvement engaged with the Oregon Association of Education Service Districts (OAESD) Superintendent Monthly meeting on this change to the rules.

In addition, the Complaint & Appeals Resolution Unit has engaged with the Oregon Association for Talented and Gifted (OATAG), the Oregon School Boards Association (OSBA), and the Coalition of Oregon School Administrators (COSA) on this rulemaking. The unit recently received feedback from OATAG, which is currently under consideration. 549

Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Engagement Strategy (continued)

Additionally, ODE expects to engage in revising Division 24 standards in response to the "Division 22 and 24 Standards Review and Recommendations" report from the Northwest Comprehensive Center. This extensive revision will require significant engagement with ESD leadership and constituents. ODE may bring forward changes to the complaint process later in 2027 based on that comprehensive engagement.

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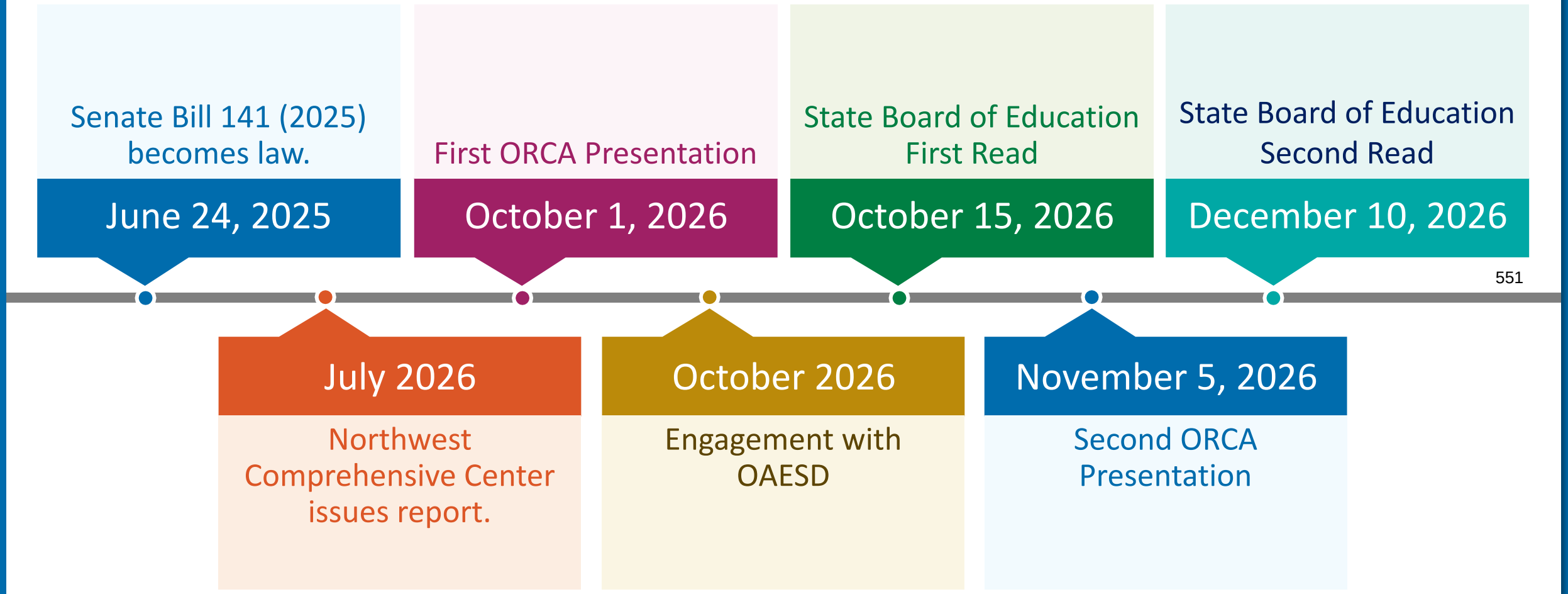
This addition to the Division 22 complaint process at this time meets a legislative deadline.

Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Rulemaking Timeline



Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Equity Impact

➔ Using the Division 22 complaint process for alleged violations of Division 24 standards creates a uniform and familiar process for both families and education service districts (ESDs).

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➔ Allowing ODE to waive filing requirements for complainants protects the rights of English Learners and individuals with disabilities.

Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Fiscal Impact

➔ Although the proposed rule does not require ESDs to have a local complaint process, ESDs that do not have a local complaint process may choose to create one.

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Complaint Process for Alleged Violations of Division 22 and Division 24 Standards: Discussion

QUESTIONS?

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Below, you will find the proposed changes to the Oregon Department of Education's rules relating to the Early Literacy Success School District Grants Administration and Allowable Uses of Funding. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule 581-017-0808

Rule Number - 581-017-0808
Rule Title - Early Literacy Success School District Grants: Grant Administration

(1) Eligible applicants with more than one elementary school shall prioritize distribution of funding and resources to a school or schools based on the school(s) meeting one or more of the following characteristics:

(a) have the lowest rates of proficiency in literacy of elementary schools in the district; **or**

[(b) identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;

(c) have literacy proficiency rates that have not recovered to pre-pandemic levels; or]

(*[d]***b**) have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.

(2) Rates of proficiency shall be determined using multiple sources of data which shall include state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data and may include interim, benchmark, Language Arts proficiency and other early literacy assessments of student proficiency in literacy in any language.

(3) The Oregon Department of Education shall verify that districts complied with sections (1)-(2) of this rule by requiring in the grant application an explanation of how funding and resources were distributed across schools within the district and how prioritization was determined. The Department shall evaluate this information within the application narrative and budget.

(4) The Department, informed by grantee applications and reporting, may identify specific interventions and technical assistance to be provided statewide or regionally through education service districts, where resources are available to do so.

(5) Rules will be applied by ODE for grant administration of the Early Literacy Success Initiative beginning July 1, 2025.

Statutory/Other Authority: ORS 327.829 & ORS 327.833
Statutes/Other Implemented: ORS 327.825 to 327.837

Current Rule Link: Oregon Administrative Rule **581-017-0811**

Rule Number - 581-017-0811
Rule Title - Early Literacy Success School District Grants: Allowable Uses of Funding

(1) Allowable uses of the Early Literacy Success School Grant program are described in ORS 327.825 and ORS 327.829. The administrative rules that follow provide additional specificity or clarity and do not expand or replace what is in statute.

(2) Professional Development and Coaching may be provided to teachers, administrators, instructional assistants, and additional staff.

(3) Training for tutors to implement effectively the provision of high-dosage tutoring according to ORS 327.825 and ORS 327.829 shall be research-aligned and include the specific knowledge and skills relevant to the literacy concepts, skills, instructional practices of the tutoring program, and needs of students who it is serving, and effectively use data to ensure the methods used are responsive to student need. This may be specific to a particular program, or core set of knowledge, skills or instructional practices all of which must be based on the science of reading and writing.

(a) Grant recipients may use internal or external expertise for high dosage tutoring. At least once every two years the Oregon Department of Education shall develop and/or revisit qualifications for tutors. The qualifications shall be inclusive of the qualified tutors definition in these rules and may include additional qualifications, which shall be used by grant recipients to evaluate eligibility for those internal and external to the district to be a tutor for high-dosage tutoring programs. The Department may decide to make the qualifications different for those tutors internal and for those external to the district.

(b) At least once every two years the Oregon Department of Education shall develop or revisit criteria for high-dosage tutoring programs and extended learning. The criteria shall be used by grant recipients to evaluate eligibility for high-dosage tutoring and extended learning programs to be used for the purposes of this grant.

(c) The Oregon Department of Education shall, at least once every two years, develop or revisit a list of qualified high-dosage tutoring program providers, should grant recipients choose to use external providers. To be included on the list, the provider must meet the qualifications in section (a) and (b) of this rule if providing a program and tutors or just (b) if providing a program only and must include content to be determined by the Department.

(d) The Oregon Department of Education will independently review potential providers at least once every two years **through a procurement process** *[by posting a Request for Information]* for providers to solicit information from interested vendors.

(A) ODE will publish the list no later than January 15th of odd numbered years, beginning in 2025. After the first publication, eligible applicants who use funding to pay for external high dosage tutoring services shall select from the list.

(B) Once a high-dosage tutoring program provider has been approved by the Department and placed on the list, to remain on the list the provider must every two years *[provide an updated information form provided by the Department]* **submit to the Department a renewal form containing information substantiating that the provider remains in good standing. The Department may remove a provider from the list at any time if the provider is not in good standing.**

(4) Grant recipients may use internal or external expertise for professional development and coaching. At least once every two years, the Oregon Department of Education shall develop a list of qualifications for professional development and coaching providers. The list of qualifications shall be used by grant recipients to evaluate eligibility for those internal and external to the district to provide professional development and coaching. The Department may decide to make different qualifications for people who are internal to the district and for those external to the district.

(a) The Oregon Department of Education shall, at least once every two years, develop a list of qualified professional development providers and organizations that provide coaching related to early literacy should grant recipients choose to use external providers. To be included on the list of qualified professional development or coaching providers, the provider must meet the qualifications in section (3) of this rule and include content to be determined by the Department.

(b) The Oregon Department of Education will independently review potential providers at least once every two years **through a procurement process** *[post a Request for Information for providers]* to solicit information from interested vendors.

(A) ODE will publish the list no later than January 15th of odd numbered years, beginning in 2025. After the first publication, eligible applicants who use funding to pay for external professional development and coaching shall select from the list.

(B) Once a professional development or coaching provider has been approved by the Department and placed on the list, to remain on the list the provider must every two years *[provide an updated information form provided by the Department]* **submit to the Department**

a renewal form containing information substantiating that the provider remains in good standing. The Department may remove a provider from the list at any time if the provider is not in good standing.

(C) The Department will consult with the Teacher Standards and Practices Commission to ensure the approved providers also satisfy professional development requirements for teachers.

(5) The State Board adoption criteria for Language Arts basal instructional materials and the list of basal instructional materials adopted by the State Board of Education shall be the criteria for core instructional materials meeting the early literacy school grant requirements.

(a) The Oregon Department of Education shall establish research-aligned criteria for districts to use for all materials that are not core instructional materials. Districts shall use this criteria when purchasing and/or reviewing literacy assessments, tools, supplemental curricula, and digital resources annually.

(b) The Department shall review available criteria and resources from national and international organizations related to:

(A) Early literacy practices;

(B) Literacy assessment practices and tools, inclusive of both formative and diagnostic practices;

(C) Digital literacy practices, resources, and tools;

(D) Culturally responsive practices in literacy instruction;

(E) Biliteracy or literacy practices in multilingual instructional settings or dual language; and

(F) Supporting students who are experiencing disabilities.

(c) Effective January 1, 2025, funds from this grant used for the adoption and implementation of K-5 core instructional materials may only be used for materials from the State Board of Education adopted list for ELA. If core instructional materials are adopted from the State Board of Education list at the time of application, they meet the criteria for this grant.

(d) Effective January 1, 2025, funds from this grant used for the adoption and implementation of core instructional materials for prekindergarten may only be used for materials that meet criteria to be determined by the Department of Early Learning and Care by Jan 1, 2025.

(6) Rules will be applied by ODE for allowable uses of funding of the Early Literacy Success Initiative beginning July 1, 2025.

Statutory/Other Authority: ORS 327.829 & ORS 327.833

Statutes/Other Implemented: ORS 327.825 - 327.837

History:

ODE 6-2026, amend filed 02/25/2026, effective 02/25/2026

ODE 27-2025, amend filed 05/22/2025, effective 05/22/2025

ODE 23-2024, minor correction filed 05/02/2024, effective 05/02/2024

ODE 13-2024, adopt filed 03/22/2024, effective 03/22/2024

Below, you will find the proposed changes to the Oregon Department of Education's rules relating to the Early Literacy Success Community Grants Definitions, Eligibility, and Funding. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule 581-017-0801

Rule Number - 581-017-0801
Rule Title - Early Literacy Grants: Definitions

The following definitions apply to OAR 581-017-0801 to 581-017-0811:

(1) For Early Literacy Success School District Grants, established in ORS 327.829, "additional staff" means individuals in a school, other than teachers, administrators, or instructional assistants, who are directly involved in delivering, supporting, or coordinating literacy instruction for students.

(2) "ADMw" means the extended weighted average daily membership computed as provided in ORS 327.013(1)(c).

(3) "Coaching" means a structure that supports and develops educators through regular observation of their instruction, using a shared framework.

(4) "Community-Based Organizations" means an organization that is:

(a) Established as a nonprofit organization under the laws of this state;

(b) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code, as described in ORS 314.011;

(c) Reflective of a community or significant segments of a community it seeks to serve; and

(d) Driven by and representative of a community or a significant segment of a community and works to meet community needs and amplify strengths.

(5) "Community Voice" means that members representing the community served by the project, including students, will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.

(6) "Core (also known as 'basal') Instructional Materials" means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

(7) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/ experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

(8) “Developmentally Appropriate” means designing and implementing learning environments to help all children achieve their full potential in literacy through:

(a) Building on each child’s strengths;

(b) Taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional well-being; and

(c) Considering what is known about:

(A) Age-related characteristics that can inform what experiences are likely to best promote a student’s learning and development;

(B) What is known about each child as an individual that has implications for how best to adapt learning experiences; and

(C) The social and cultural contexts in which a student lives in order to ensure that learning experiences are meaningful, relevant, and respectful for each child and family.

(9) “Diagnostic” means assessments to identify a student's specific strengths and needs in literacy in order to determine and plan the appropriate level of instruction, pacing and intervention support.

(10) “Direct Administrative Costs” means administrative functions readily allocable to and required for administering the grant program such as oversight, grant expenditure data collection, leadership that does not include direct service to teacher or students, management, and supervision. Direct administrative costs should be a smaller proportion of the overall grant amount in relation to direct service costs.

(11) “Early Learning Hub” means any entity designated by regional partners to coordinate early learning services, as determined by rules adopted by the Early Learning Council.

(12) “Early Literacy Program” means the entirety of the curriculum, assessments, instructional materials, practices, systems, staffing, and structures in place to support comprehensive early literacy across the district.

(13) “Early Literacy Success Plan” means the elements in the application, including but not limited to the responses to the application questions, program review, and inventory, as defined in ORS 327.831.

(14) “Early Literacy Success School Grant” means the program established in ORS 327.829 and may also be referred to as “Early Literacy Success School District Grants’’.

(15) For Early Literacy Success School District Grants, established in ORS 327.829, “Eligible Applicant” means a school district or public charter school that serves students in grades prekindergarten/preschool through third grade. This can include districts and public charter schools that serve students in grades prekindergarten/preschool through eighth grade or prekindergarten/preschool through twelfth grade, given the application focuses on specific grade levels named in ORS 327.825. Per ORS 327.825 and ORS 327.831, virtual public charter schools are not eligible applicants for this grant.

(16) For Tribal Grants, established in ORS 327.843(2)(d), “Eligible Applicant” means:

(a) Burns Paiute Tribe;

(b) The Confederated Tribes of Coos, Lower Umpqua, and Siuslaw;

(c) Confederated Tribes of Cow Creek Band of Umpqua;

(d) Confederated Tribes of Grand Ronde;

(e) Confederated Tribes of Siletz;

(f) Confederated Tribes of Warm Spring Indian Reservation;

(g) Confederated Tribes of Umatilla Indian Reservation;

(h) Coquille Tribe; or

(i) Klamath Tribes.

(17) For Community Grants, established in ORS 327.843, “Evidence-Based” means practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in early literacy. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions such as:

(a) Tribal consultation, recommendations, and experiences of American Indian/ Alaska Native community members or Tribes.

(b) Community-driven, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching.

(18) “Extended Learning Program” means literacy programming which shall:

(a) Use “Research-aligned literacy strategies” as defined in ORS 327.825 and is based on “Science of reading and writing” as defined in ORS 327.825 and meets the criteria established by the Department in OAR 581-017-0811;

(b) Occur outside of the traditional school day, which could include, but is not limited to afterschool and summer; and

(c) Be administered either by a licensed teacher of any subject area or by a qualified tutor, which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively or a high-dosage tutoring provider from the Qualified List for High-Dosage Tutoring established in section 20.

(19) For Community Grants, established in ORS 327.843, “Family Engagement” means the implementation of intentional, culturally and linguistically responsive strategies that establish and sustain ongoing, two-way partnerships among program providers, families, and schools to support early literacy development.

(*[19]*[**20**) “Fidelity” means how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

(*[20]***21**) “Formative” means a process of collecting and responding to evidence of student learning; the information gained about student learning is used in the course of instruction to respond to and adjust instruction.

(*[21]***22**) For Early Literacy Success School District Grants, established in ORS 327.829, “High-Dosage Tutoring’’ is additionally defined as tutoring that:

(a) Is provided in addition to regular core instruction;

(b) Is provided during the school year, which may occur during the school day or before/after school, and may also be provided during school breaks, including summer;

(c) Uses a research-aligned tutoring model, which is defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” as defined in ORS 327.825, is based on the “science of reading and writing” as defined in ORS 327.825, and meets the criteria established by the Department in section OAR 581-017-0811;

(d) Is administered by a qualified tutor which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively and criteria established by the Department in section OAR 581-017-0811;

(e) Is provided to four or fewer students; and

(f) Integrates reading and writing in a way that is aligned to Oregon's ELA Content Standards and to students' reading instructional needs, based on student assessment data and other evidence of student learning.

(*[22]*__23__) For Early Literacy Success Community Grants, established in ORS 327.843, "High-Dosage Tutoring'' is additionally defined as tutoring that:

[(a) Is provided outside of the school day;]

(*[b]*__a__) Is provided by a qualified and trained tutor which is defined for Community Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively;

(*[c]*__b__) Uses a research-aligned tutoring model that employs evidence-based strategies and is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively;

(*[d]*__c__) Is provided to four or fewer students;

(*[e]*__d__) Uses materials that **integrates reading and writing that is aligned to Oregon's ELA Content Standards and to students' reading instructional needs** *[are aligned to the program]*; and

(*[f]*__e__) Uses student assessment data and other evidence of student learning to inform tutoring sessions and adjust to student needs.

(*[23]*__24__) For Tribal Grants, established in ORS 327.843(2)(d), "High-Dosage Tutoring" is additionally defined and determined by each of Oregon's nine sovereign nations and the work plans developed by each nation.

(*[24]*__25__) For Early Literacy Success Community Grants: "Indirect costs" means costs not readily identifiable with the activities of the grant but incurred for the joint benefit of those activities and other activities of the organization.

(*[25]*__26__) "Literacy coaches" means a licensed educator who:

(a) Has advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing" as defined in ORS 327.825 that was either:

(A) Included as a course(s) in an educator preparation program;

(B) Included as a course(s) in a post-graduate degree program in teaching reading or literacy;

(C) Provided by ODE or included on the ODE list of professional development providers; or

(D) Provided by a school district or ESD;

(b) Has a literacy-focused licensure endorsement;

(c) Whose primary role and responsibilities include direct support of students and/or educators; and

(d) Are additionally defined in OAR 584-210-0170.

(27) For Community Grants, established in ORS 327.843, "Literacy-focused Learning Activities" means structured, intentional experiences designed to support literacy development for children, families, caregivers, or participating adults through evidence-based literacy practices, literacy skill-building, literacy access, or literacy-focused educational engagement.

(*[26]***28**) "Literacy specialists or interventionists" means a licensed educator who:

(a) Has advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing" as defined in ORS 327.829 that was either:

(A) Included as a course(s) in an educator preparation program;

(B) Included as a course(s) in a post-graduate degree program in teaching reading or literacy;

(C) Provided by ODE or included on the ODE list of professional development providers; or

(D) Provided by a school district or ESD;

(b) Has a literacy-focused licensure endorsement; and

(c) Whose primary role and responsibilities include direct support of students and/or educators.

(*[27]***29**) For Early Literacy Success School District Grants, established in ORS 327.829, "Outcomes'' is defined as literacy achievement as measured by the student growth assessment and other sources of evidence related to literacy achievement.

(*[28]***30**) "Partnership" means a group of organizations, Tribal governments, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

(*[29]*__31__) “Professional Development” means learning that is systemic, job-embedded, and aligned to current research, training, and practices that support educator and student learning.

(*[30]*__32__) “Provider of Early Learning Services” means a public or non-profit entity that provides education and learning opportunities for children in grades pre-Kindergarten to third grade through the provision of services that:

(a) Supports families, caregivers, and community members to incorporate research-aligned early learning practices *[outside of the school day]*; or

(b) A program that directly provides research-aligned early learning services *[outside of the school day]*.

(*[31]*__33__) “Public Library” means a public agency that provides to all residents of a local government unit free and equal access to library and information services that are suitable for persons of all ages.

(*[32]*__34__) “Regular Core Instruction” means instruction in the general education setting as part of every student's regular schedule that is aligned to grade-level standards and inclusive of every student in the classroom.

(*[33]*__35__) “Statewide Education Initiatives Account” means the account as established in ORS 327.250.

(*[34]*__36__) “Student Growth Assessment” means a process of evidence collection and review, which includes tests (for example, criterion referenced or developmental continuum) alongside other sources of evidence for the purpose of monitoring students’ growth towards proficient reading and writing. Grant recipients shall avoid making determinations about student growth from a single source of evidence/test score.

(*[35]*__37__) “Student Groups that have Historically Experienced Disparities” includes:

(a) “Students Experiencing Poverty,” which means students who meet one or more of the following qualifications:

(A) Are participating in Supplemental Nutrition Assistance Program funded by the United States Department of Agriculture;

(B) Are participating in the Temporary Assistance for Needy Families program as defined in Title IV of the Social Security Act;

(C) Are foster students; or

(D) Are migrant students.

(b) “Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities,” which includes, but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students and any other racial or ethnic group identified by the eligible applicant as historically experienced academic disparities.

(c) “Students with Disabilities,” which means a child with a disability as defined in ORS 343.035(1) and ORS 343.035(14)(b).

(d) “English Language Learners,” which means or “English learners,” which means a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency.

(e) “Foster Students” as defined in ORS 30.297(5)(c).

(f) “Students who are Homeless” has the same meaning as in section 725 of the McKinney-Vento Act, 42 USC § 11434a (2).

(g) Students who attend an elementary school that:

(A) Is identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) regardless of whether the school is receiving funding; or

(B) Qualifies for assistance under Title I of the federal Elementary and Secondary Education Act of 1965; "whereas qualifying for assistance under Title I" means at least 35% of the school’s students are experiencing poverty, or the school receives Title I-A funds as determined by the district.

(h) “LGBTQ2SIA+ Students,” which means students who may have one or multiple gender identities and/or sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, two-spirit, intersex, and asexual. The plus sign (“+”) recognizes and includes the myriad ways to describe marginalized gender identities and sexual orientations.

(i) “Students Recently Arrived,” which means a student who was NOT born in any state or US Territory and who has not been attending one or more schools in any one or more state for more than three full academic years.

(j) “Migratory Students,” which means a student whose is a migratory worker or whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and

who has moved due to economic necessity between school districts in the last thirty six months, and is eligible to be a part of the Title 1-C Migrant Education Program.

(k) “Justice involved youth” means a student who is pre or post adjudication, been or currently detained in a secure juvenile justice facility, and/or been or currently placed in a community juvenile justice program.

(38) For Community Grants, established in ORS 327.843, “Targeted Literacy Instruction” means structured, evidence-based literacy instruction designed to address identified student literacy needs through consistent, small-group or individualized literacy support aligned to research-aligned literacy strategies and the science of reading and writing.

Statutory/Other Authority: ORS 327.829
Statutes/Other Implemented: ORS 327.825 - 327.845

History:
ODE 6-2026, amend filed 02/25/2026, effective 02/25/2026
ODE 27-2025, amend filed 05/22/2025, effective 05/22/2025
ODE 22-2024, minor correction filed 05/02/2024, effective 05/02/2024
ODE 13-2024, adopt filed 03/22/2024, effective 03/22/2024

Current Rule Link: Oregon Administrative Rule 581-017-0803

Rule Number - 581-017-0803
Rule Title - Early Literacy Community Grants Program: Eligibility

(1) The Department will establish a process for eligible entities to apply for Early Literacy Community Grants.

(2) To be eligible to receive a Grant, an applicant must:

(a) be a community-based organization, early learning hub, provider of early learning services, post-secondary institution of education, public library, or a consortium of these entities; *[and]*

(b) demonstrate infrastructure and systems necessary to provide early literacy high-dosage tutoring, family engagement to support early literacy success, and training for the provision of high-dosage tutoring**; and**

(c) demonstrate substantial operational presence and direct service capacity within the state of Oregon.

Statutory/Other Authority: ORS 327.829
Statutes/Other Implemented: ORS 327.825 to 327.827 & ORS 327.843 to 327.845

History:
ODE 13-2024, adopt filed 03/22/2024, effective 03/22/2024

Current Rule Link: Oregon Administrative Rule 581-017-0805

Rule Number - 581-017-0805
Rule Title - Early Literacy Community Grants Program: Funding

(1) Applicants must submit a detailed budget that explains how Grant funds will be used. Expenditures for community grants must be approved prior to being incurred and align with agency policy.

(2) Indirect costs will be allowed as a percentage of the direct costs of the Grant award disbursed as follows:

(a) Up to five percent for school districts, education service districts, public charter schools, early learning hubs, or postsecondary institutions of education;

(b) Up to fifteen percent for community-based organizations, public libraries, or providers of early learning services;

(c) Indirect costs for partnerships or consortiums will be allowed based on the lead entity's organization type;

[(d) For Tribes, up to fifteen percent or the Tribe's federally recognized indirect rate, as provided in the grant agreement.]

(3) Applicants may use Grant funds only for authorized purposes.

Statutory/Other Authority: ORS 327.254, ORS 327.274, ORS 327.800, ORS 327.843 & HB 3198 (2023)
Statutes/Other Implemented: HB 3198 (2023)
History:
ODE 5-2025, amend filed 02/14/2025, effective 02/14/2025
ODE 51-2024, temporary amend filed 10/25/2024, effective 10/25/2024 through 04/22/2025
ODE 13-2024, adopt filed 03/22/2024, effective 03/22/2024

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 10/15/2026
Title: Early Literacy Success Initiative – OAR Updates
Status: First Reading
Presentation: Yes
Key Staff: Angelica Cruz, Raquel Gwynn, Krista Whitney, Sophie Hilton
Topic Summary: ODE is proposing targeted revisions to the Early Literacy Success Initiative administrative rules for both the School District Grant and Community Grant programs. The proposed changes are informed by implementation experience and feedback. The changes are intended to strengthen alignment with early literacy outcomes, improve program administration and accountability, clarify program requirements, and provide greater flexibility in implementation while maintaining the programs' core purpose and funding structure.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

The Early Literacy Success Initiative was established through HB 3198 (2023) and is Oregon's statewide investment for improving literacy outcomes for children from birth through grade three. The four investments supported through this initiative are: the Early Literacy Success School Grant, the Early Literacy Success Community Grant, The Early Literacy Tribal Grant, and the Birth Through Five Literacy Plan.

The OAR updates for this docket are connected to the Early Literacy Success School Grant and the Early Literacy Success Community Grant. The Early Literacy Success School District grant is a non-competitive, formula-based grant administered to districts and public charter schools for a total of $90 million for the 2023-2025 biennium and $93 million for the 2025-2027 biennium. For 2025-27, there are a total of 246 grantees in Oregon receiving these funds. The allowable uses of the school district grants are professional learning and coaching, purchasing and

training on high-quality instructional materials, literacy staffing, high-dosage tutoring, and extended learning.

The Early Literacy Success Community Grants provide funding to eligible community-based entities to deliver culturally responsive, research-aligned literacy supports for children from prekindergarten through grade three and their families. Community Grant activities include high-dosage tutoring, family engagement, and professional development or coaching to strengthen early literacy instruction. Services are delivered in community settings and through partnerships with schools, families, and other local organizations.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   ORS 327.825–327.845 establishes the Early Literacy Success Initiative and provides the statutory framework for the Early Literacy Success School Grant, Early Literacy Success Community Grant, and Birth Through Five Literacy Plan. The statutes are intended to improve early literacy outcomes, reduce academic disparities, strengthen family engagement, and expand access to research-aligned literacy supports for children from birth through grade three.

   The following OARs define program requirements, eligibility, grant administration, and allowable uses of funding.
   - OAR 581-017-0808 - Early Literacy Success School District Grants: Grant Administration
   - OAR 581-017-0811 - Early Literacy Success School District Grants: Allowable Uses of Funding
   - OAR 581-017-0801 - Early Literacy Grants: Definitions
   - OAR 581-017-0802 - Early Literacy Community Grants Program: Establishment
   - OAR 581-017-0803 - Early Literacy Community Grants Program: Eligibility
   - OAR 581-017-0804 - Early Literacy Community Grants Program: Criteria

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   Yes, the Early Literacy Success Initiative has had permanent rules created. Those rules have been amended previously in front of the state board due to technical changes and the passing of House Bill 3040, which updated statutory requirements. The specific rules and topics within that larger rule set before the Board today, however, have not been before the Board since the original permanent rules were adopted in March 2024.

4. **Why is this item coming before the Board now?**

The proposed rule revisions are informed by implementation experience and feedback gathered during the initial rollout of the Early Literacy Success Initiative. The changes are intended to clarify requirements, strengthen program implementation and accountability, and better align program administration with the initiative's goals of improving literacy outcomes and reducing academic disparities.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☒ Community-Based Organizations
   - ☒ Culturally Specific Organizations
   - ☒ School Districts
   - ☒ Education Service Districts
   - ☐ Charter Schools
   - ☐ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

The Equity Decision Tree guided ODE to engage those most directly affected by the proposed rule changes, including educators, district and ESD leaders, community-based organizations, literacy providers, and Early Literacy Success grantees. ODE engaged the Literacy Advisory Roundtable, Community Grant Cohort 1 grantees, and other implementation partners to gather feedback on both the School District and Community Grant rules. Participants reviewed proposed revisions, identified potential equity impacts, and provided recommendations that informed the final proposals. ODE offered multiple opportunities for engagement, including virtual discussions and written feedback processes, to reduce barriers to participation and ensure diverse perspectives were reflected in the rule development process.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
   - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☐ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☒ Department of Early Learning and Care (DELC; formerly ELD)
   - ☒ Educator Advancement Council (EAC)
   - ☒ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☒ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

   The Office of Teaching, Learning and Assessment collaborates closely with the Department of Early Learning and Care (DELC) through bi-monthly meetings. During these meetings, ODE reviewed and discussed relevant OARs. In addition, DELC, the Educator Advancement Council, HECC, and TSPC all have representatives on the Literacy Advisory Roundtable to ensure their perspectives are represented in our engagement efforts.

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☒ Tribal lands
   - ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Because the Early Literacy Success Initiative is a statewide program, ODE ensured all regions were included in engagement strategies.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

School District Grants

ODE's Literacy Advisory Roundtable supported the changes to the school district grant OARs and did not have direct feedback on the rule language. They had questions that will inform ODE's future guidance around the OAR changes, which will be helpful in ensuring clarity for the roll out to approved providers and districts. When ODE presented to ORCA, there was a question on taking out the TSI and CSI designation, and whether the removal would signal that ODE is not prioritizing those schools. ODE clarified that those schools will still be targeted through the TSI/CSI programs and funding sources, but as those designations utilize factors beyond just ELA (i.e., math and attendance), they are not the most precise indicator of literacy need in schools. A district may still prioritize Early Literacy School District grant funds to a school with a TSC/CSI designation, though it would have to be justified based on the other characteristics described in the revised rule (generally, lower rates of ELA proficiency and/or serving a higher proportion of students historically experiencing academic disparities in literacy.)

Community Grants

For the Community Grant OAR changes, ODE held two virtual listening sessions with eligible entities on September 9 and 10 and provided a follow-up survey. Feedback generally supports greater flexibility in program design while emphasizing the importance of maintaining clear expectations for evidence-based literacy practices, family engagement, accountability, and equitable access.

A difference in opinion emerged regarding the proposal to remove the requirement that community grant funded services occur outside the school day. A participant expressed concerns that allowing school-day services could blur the distinction between community-funded supports and services schools are responsible for providing and could result in Community Grants replacing, rather than adding to, existing literacy supports. The recommendation was to retain the out-of-school day requirement. Other participants, including current grantees, supported greater flexibility, noting that school-day delivery can expand access, capacity, and dosage and strengthen school-community partnerships.

ODE considered both perspectives and is moving forward with the proposed rule change while adding an implementation safeguard. The rule will allow flexibility in when services are delivered, while the Request for Applications in future grant competitions will require school-day services to add capacity, access, or dosage and not replace existing school funded literacy services.

11. **Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

    A second engagement session with ORCA is scheduled for November 15, 2026.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. **After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**
    - ☒ No *(This rule set has previously gone through Appendix B with permanent rule making)*
    - ☐ Yes; please review Appendix B: Grant Consolidation below.

13. **Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

    No

14. **Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

    No

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. **How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Board action on these proposed rule updates is expected to strengthen the effectiveness, consistency, and equity of the Early Literacy Success Initiative for students and families across Oregon. The revisions help ensure grant resources and supports are more directly targeted to students and schools with the greatest literacy needs, including students who have historically experienced academic disparities.

For School District Grants, the proposed changes focus funding decisions on indicators most closely tied to literacy outcomes and maintain prioritization of schools serving historically underserved student groups.

For Community Grants, the proposed changes provide greater flexibility for eligible entities to design literacy programs that respond to the needs of the children and families they serve, while maintaining requirements for research-aligned literacy practices and meaningful family engagement. The revisions are intended to support culturally responsive, community-based approaches and expand access to high-quality literacy supports for children and families who may experience barriers to accessing services through traditional school-based settings.

Collectively, these changes are intended to improve access to high-quality literacy supports and contribute to stronger literacy outcomes for students, particularly those who have been and continue to be systemically marginalized.

16. **How will Board action on this item ultimately impact <u>school district employees and volunteers</u>, particularly those who have been and continue to be systemically marginalized?**

    For educators and staff serving students who have historically experienced academic disparities, these revisions reinforce the initiative's focus on equity, evidence-based literacy practices, and culturally responsive supports. Strengthening provider accountability and clarifying program requirements can also help ensure that school personnel have access to effective professional learning, coaching, tutoring programs, and community partnerships that better support student success and family engagement.

17. **What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

    In the short term, the proposed rule revisions will provide greater clarity and consistency for implementation of the Early Literacy Success Initiative. School districts, community grant recipients, and approved providers will have clearer expectations regarding funding prioritization, program requirements, provider accountability, and grant-funded literacy activities.

In the long term, the proposed changes are expected to strengthen the quality, effectiveness, and equitable distribution of literacy supports and services across Oregon. By focusing resources more directly on students and schools with the greatest literacy needs, the long-term effects will be better trained educators, increased ELA proficiency for students, and more engaged families.

By strengthening the renewal process for approved providers, ODE will have greater oversight and accountability mechanisms to ensure providers consistently deliver high-quality services to grantees. In turn, this will help ensure educators receive effective professional learning and coaching, ultimately leading to stronger implementation and improved outcomes for students.

For Community Grants, the proposed changes will provide greater flexibility in how grantees structure literacy programming while clarifying expectations for family engagement, literacy-focused activities, targeted literacy instruction, and grantee operational presence in Oregon. Over time, these changes are intended to support stronger community-based literacy programs that can adapt to local needs while maintaining a consistent focus on improving early literacy outcomes for children in prekindergarten through grade three.

18. What are the anticipated short- and long-term consequences of <u>inaction</u> on this item and who would experience those consequences?

Inaction on refining the prioritization characteristics could result in funding potentially not going to as many schools with the highest need in literacy. Inaction would also leave feedback the state has received on this OAR unaddressed. Without changes to the renewal process for approved providers, ODE has limited oversight and accountability mechanisms to ensure approved providers consistently deliver high-quality, impactful services to grantees.

For Community Grants, inaction would maintain requirements that ODE's implementation experience and community engagement identified as unnecessarily restrictive or unclear. This could limit grantees' ability to design programs responsive to local community needs and would leave unresolved areas where greater clarity and accountability are needed for future grant cohorts.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

Early Literacy Success School District Grants: OAR 581-017-0808 Grant Administration

Current Rule: Eligible applicants with more than one elementary school are required to prioritize distribution of ELSSDG funding based on:

- Targeted and Comprehensive Support (TSI/CSI) designation
- Achievement below pre-pandemic levels
- Lowest rates of ELA proficiency
- Proportion of students served that have historically experienced academic disparities.

Proposed Revision: Remove two options to prioritize based on TSI/CSI designations and pre-pandemic recovery levels.

Early Literacy Success School District Grants: OAR 581-017-0811 Allowable Use of Funds

Current Rule: Providers are evaluated through a Request for Information (RFI) process and submit an information form to remain on the ODE-Approved Provider Lists.

Proposed Revisions: Allow ODE to use a more flexible procurement process and require providers to submit a renewal form, including student outcome data, in order to stay on the ODE-Approved Provider Lists.

Early Literacy Success Community Grants: OAR 581-017-0801 Definitions

Current Rule: High-Dosage Tutoring (HDT) is defined as occurring outside of the school day.

Proposed Revision: Remove “outside of the school day” from the definition of HDT and related references throughout the rules. HDT remains a defined evidence-based literacy intervention strategy.

Early Literacy Success Community Grants: OAR 581-017-0803 Eligibility – Oregon-Based Grantee Requirement

Current Rule: There is no current Oregon operational requirement for Community Grant applicants or grantees.

Proposed Revision: Require applicants and grantees to demonstrate substantial operational presence and direct service capacity within Oregon.

Early Literacy Success Community Grants: OAR 581-017-0801 Definitions – Family Engagement

Current Rule: No Community Grant-specific definition of family engagement currently exists.

Proposed Revision: Add a definition of "Family Engagement" as the implementation of intentional, culturally and linguistically responsive strategies that establish and sustain ongoing, two-way partnerships among program providers, families, and schools to support early literacy development.

Early Literacy Success Community Grants: OAR 581-017-0801 Definitions – Literacy-Focused Learning Activities

Current Rule: No definition of Literacy-Focused Learning Activities currently exists.

Proposed Revision: Add a definition of "Literacy-Focused Learning Activities" as structured, intentional experiences designed to support literacy development for children, families, caregivers, or participating adults through evidence-based literacy practices, literacy skill-building, literacy access, or literacy-focused educational engagement.

Early Literacy Success Community Grants: OAR 581-017-0801 Definitions – Targeted Literacy Instruction

Current Rule: No definition of Targeted Literacy Instruction currently exists.

Proposed Revision: Add a definition of "Targeted Literacy Instruction" as structured, evidence-based literacy instruction designed to address identified student literacy needs through consistent, small-group or individualized literacy support aligned to research-aligned literacy strategies and the science of reading and writing.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

The proposed rule revisions are directly responsive to feedback received from school districts, Education Service Districts, literacy providers, and members of the Literacy Advisory Roundtable. Our partners and internal staff identified opportunities to strengthen the alignment of school funding prioritization with literacy needs, provide ODE with greater flexibility in provider review and procurement processes. For Community Grants, feedback from current grantees and eligible entities informed revisions intended to provide greater flexibility in program design, clarify program expectations, and maintain strong requirements for research-aligned literacy practices, family engagement, and accountability.

The proposed changes align with the State Board's mission, vision, and values by supporting equitable access to high-quality literacy opportunities and improving outcomes for Oregon students. The revisions help ensure resources are directed toward students and communities with the greatest literacy needs, maintain a focus on reducing academic disparities, strengthening partnerships among families, schools, and communities, and promoting evidence-based, culturally responsive literacy practices. Collectively, the changes support more

effective implementation of the Early Literacy Success Initiative and advance the Board's commitment to educational equity and student success.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

Adoption of the proposed rule changes.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

☐ N/A; this item does not require any additional support.
☒ Communications plan
☒ Technical assistance, professional development, and/or coaching
☐ Direct or differentiated support for small, rural, or remote school districts
☐ Corrective Action Processes
☐ Safety measures
☐ Organizational culture or practice changes (change management)
☐ Materials and/or supplies
☒ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☒ N/A; this item has not previously been before the Board
☐ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.

Early Literacy Success Initiative

Office of Teaching Learning and Assessment

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Early Literacy Success Initiative:
Overview



Early Literacy Success Birth Through Five Plan

Non-Competitive, State funded, $10 million biennially



Early Literacy Success Tribal Grants

Non-Competitive, State funded, $2 million biennially



Early Literacy Success School District Grants

Non-Competitive, State funded, $93 million biennially



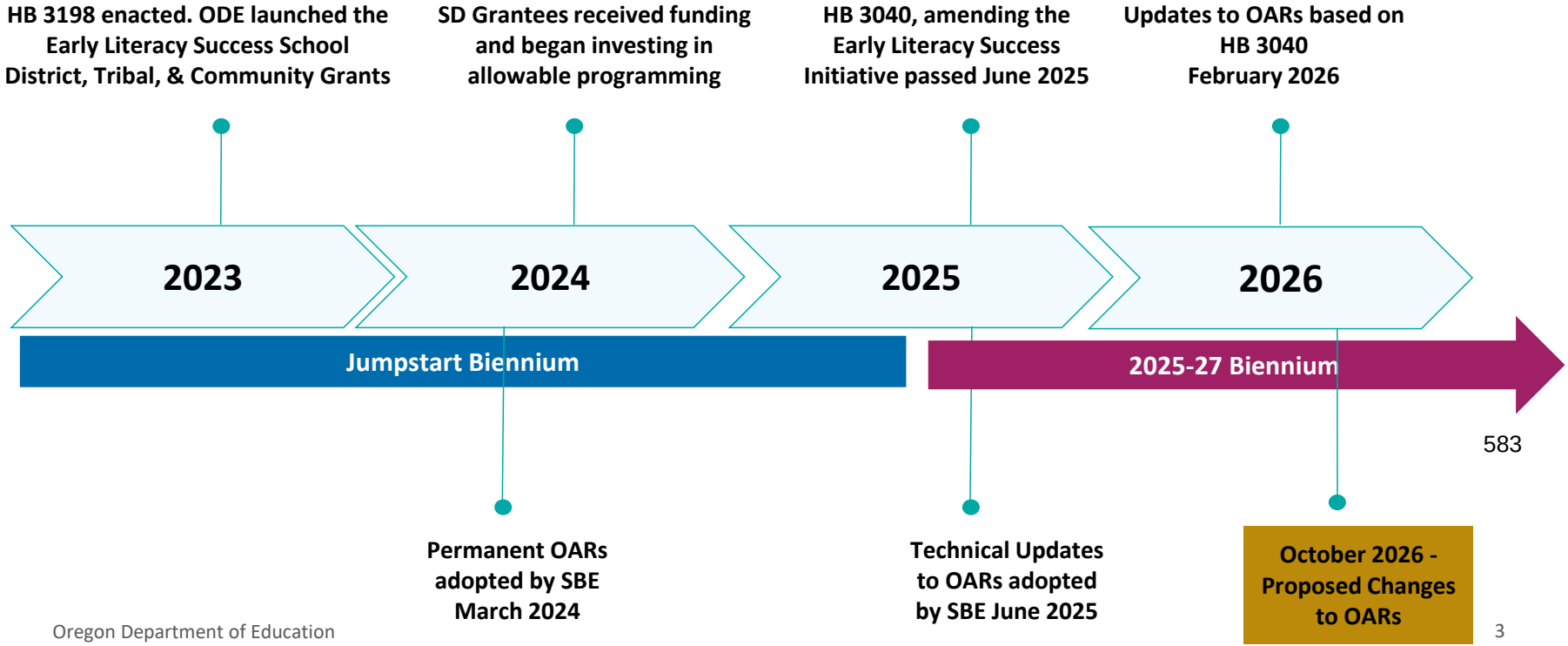
Early Literacy Success Community Grants

Competitive, State funded, $8 million biennially

$82

All values are for the 25-27 biennium

Early Literacy Success Initiative:
Rulemaking Background



Overview: Need for OAR Updates

These proposed rule changes:

- Respond to implementation experience and feedback
- Strengthen alignment with early literacy outcomes
- Improve program clarity, administration, and accountability
- Maintain the programs' core purpose, requirements, and funding structure



Early Literacy Success School District Grant Overview

Grant Overview

- Funds research-aligned strategies:
  - Professional Learning & Coaching
  - High-Quality Instructional Materials
  - Hiring Literacy Coaches, Specialist & Interventionists
  - High-Dosage Tutoring & Extended Learning

Distribution of Funds

- 191 districts and 64 charter schools currently receive funding through a formula based on weighted Average Daily Membership (ADMw). 585
- Beginning 25-27, districts with more than one elementary school had to prioritize highest need schools.

Early Literacy Success School District Grants: Need for Rulemaking

Refine how funding is prioritized to schools with the highest need and improve ODE-Approved Provider process.

- **Prioritization:**
  - Refine district options for prioritization to more directly connect to literacy outcomes.

- **ODE-Approved Provider Process:**
  - Increase procurement flexibility by allowing ODE to use the most appropriate provider review process.
  - Strengthen provider accountability through enhanced renewal requirements.



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Early Literacy Success School District Grants:
Prioritization (OAR 581-017-0808 - Grant Administration)

Current Rule: Eligible applicants with more than one elementary school are required to prioritize distribution of ELSSDG funding based on:

- Targeted and Comprehensive Support (TSI/CSI) designation
- Achievement below pre-pandemic levels
- Lowest rates of ELA proficiency
- Proportion of students served that that have historically experienced academic disparities.

Proposed Revision: Remove the two options to prioritize based on TSI/CSI designations and pre-pandemic recovery levels.

Why?

- TSI/CSI designation includes factors beyond ELA.
- Proficiency across the majority of schools remains below pre-pandemic levels, making this characteristic applicable to potentially every school in a district.
- The remaining two options are most directly connected to literacy outcomes and student need.

587

Early Literacy Success School District Grants:
ODE-Approved Providers (OAR 581-017-0811 - Allowable Use of Funds)

Current Rule: Providers are evaluated through a Request for Information (RFI) process and submit an information form to remain on the ODE-Approved Provider Lists.

Proposed Revisions: Allow ODE to use a more flexible procurement process and require providers to submit a renewal form, including student outcome data, in order to stay on the ODE-Approved Provider Lists.

Why?

- Ensures a procurement approach that is most appropriate for this review process.
- Ensures provider quality and effectiveness over time by requiring providers to demonstrate continued alignment with program requirements.

588

Early Literacy Success School District Grants: Rulemaking Engagement



ODE held external engagement sessions in August with a diverse group of literacy leaders at our Literacy Advisory Roundtable, which includes:

- Teachers
- School, District and ESD Leaders
- Advocates, Community Based Organizations, and Researchers
- State Agencies

589

Members had the opportunity to ask questions about the recommended rule updates and provide feedback.

Early Literacy Success School District Grants: Board Action Impact



The adoption of these rule changes will:

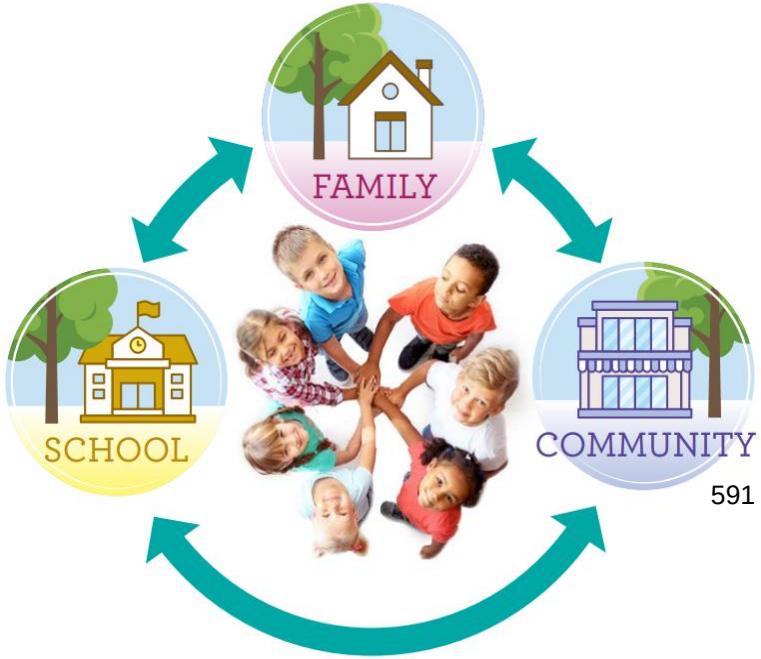
- Respond to feedback from districts, ODE staff, and providers.
- Better align district funding decisions and help ensure literacy resources reach schools with greatest literacy needs.
- Continue to prioritize schools serving student groups that have historically experienced academic disparities.
- Help ensure approved providers are effective in impacting educator professional learning and student achievement.

590

These updates are administrative in nature intended to improve the effectiveness and accountability of existing investments. There will be no increase in costs to ODE or change in funds to grantees.

Early Literacy Success Community Grants

- Strengthen family, school, and community partnerships
- Expand access to research-aligned, culturally and linguistically responsive literacy supports
- Support family engagement and community-based literacy opportunities
- Expand access to high-dosage tutoring and targeted literacy supports



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Early Literacy Success Community Grants
Need for Rulemaking

Strengthen implementation of Community Grants for the 2027–29 grant cycle by:

- Clarifying program expectations
- Providing appropriate implementation flexibility
- Strengthening eligibility requirements
- Defining key literacy terms
- Supporting consistent implementation and monitoring

592

Early Literacy Success Community Grants
Rulemaking Engagement



ODE gathered feedback through two community listening sessions, a follow-up survey, and ORCA.

- Participants included eligible entities: Community-Based Organizations, Early Learning Hubs, providers of early learning services, public libraries, and post-secondary institutions of education
- Feedback supported greater clarity, flexibility, and responsiveness to community context

Early Literacy Success Community Grants
Proposed Rule Revision #1: Definition of High Dosage Tutoring

Current Rule:

The definition for Community Grants' HDT has a requirement to be provided outside of the school day. **(OAR 581-017-0801)**

Proposed Revision:

Remove "outside of the school day" from the Community Grants definition of HDT and related references throughout the rules.

594

Why?

Provides greater flexibility in scheduling and service delivery and may improve student access.

Differences in Opinion

Subject	Perspective A	Perspective B
Services During the School Day	School-day services could blur the distinction between community-funded supports and services schools are responsible for providing, potentially replacing rather than adding supports. **Suggested retaining the requirement that services occur outside the school day.**	Requiring services outside the school day may limit student access and effective school-community partnerships. School-day services can expand access, capacity, and dosage. **Suggested allowing services both during and outside the school day.**

ODE Response: Draft rules allow flexibility in when services are delivered. The Request for Applications (RFA) will require school-day services to **add capacity, access, or dosage rather than replace existing school or district funded literacy services.**

595

Early Literacy Success Community Grants
Proposed Rule Revision #2: Oregon-Based Operational Presence

Current Rule:

No current Oregon operational requirement.

Proposed Revision: Add to eligibility (OAR 581-017-0804)

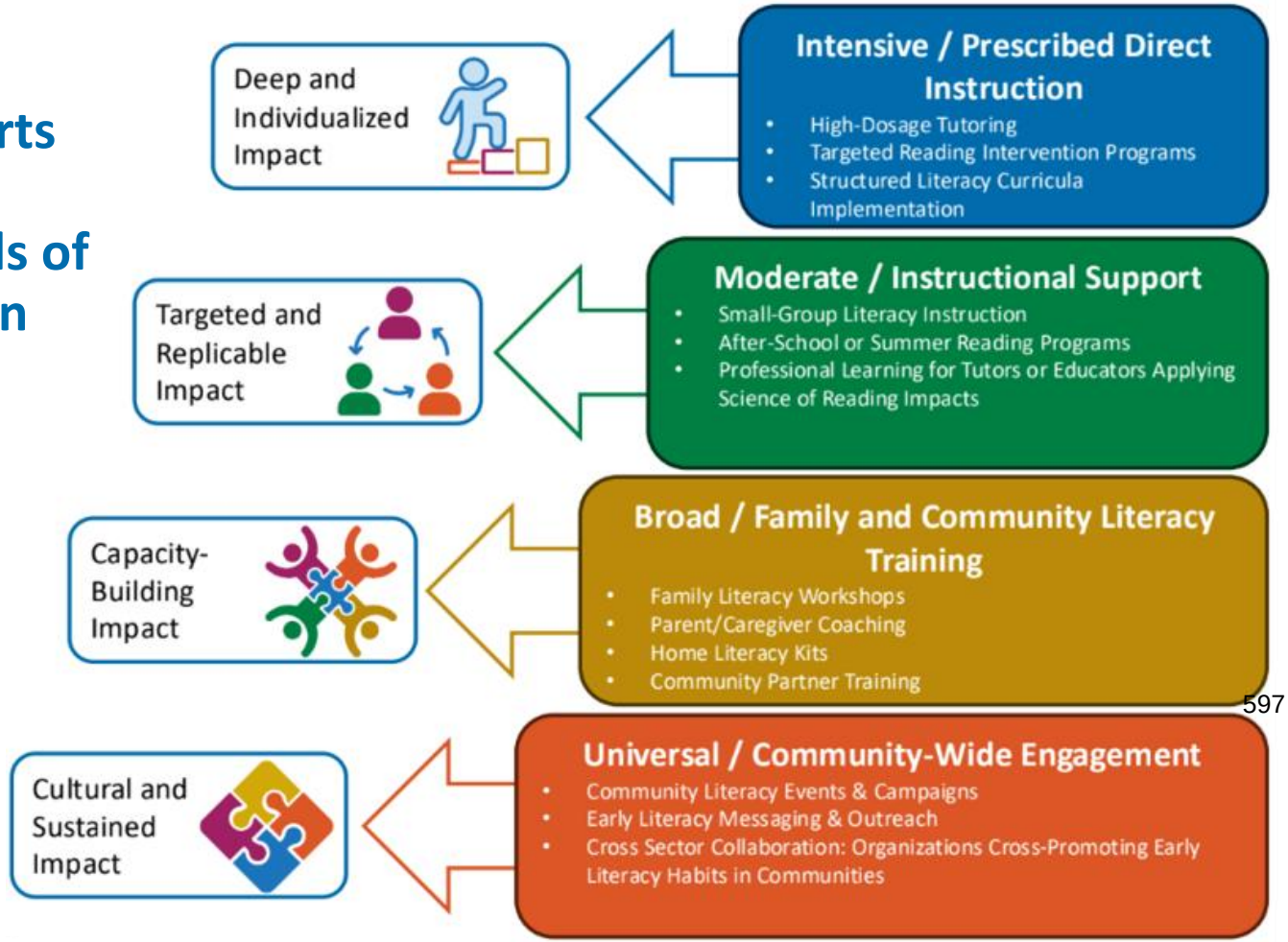
"Applicants and grantees must demonstrate substantial operational presence and direct service capacity within Oregon."

Why?

596

Supports accountability, Oregon-based service capacity, and meaningful connections to the communities served.

Literacy Supports in Community Contexts: Levels of Implementation



Early Literacy Success Community Grants
Proposed Rule Revision #3: Definition of Family Engagement

Current Rule: No definition

Proposed Revision to Definitions (OAR 581-017-0801):

"**'Family Engagement'** means the implementation of intentional, culturally and linguistically responsive strategies that establish and sustain ongoing, two-way partnerships among program providers, families, and schools to support early literacy development."

Why?

598

Aligns family engagement with the goals and purpose of Community Grants and provides clarity for implementation.

Early Literacy Success Community Grants

Proposed Rule Revision #4: Definition of Literacy-Focused Learning Activities

Current Rule: No definition

Proposed Revision to Definitions (OAR 581-017-0801):

"**'Literacy-Focused Learning Activities** means structured, intentional experiences designed to support literacy development for children, families, caregivers, or participating adults through evidence-based literacy practices, literacy skill-building, literacy access, or literacy-focused educational engagement."

Why?

599

Provides clarity for implementation by establishing a shared understanding of what qualifies as a literacy-focused learning activity under this grant.

Early Literacy Success Community Grants

Proposed Rule Revision #5: Definition of Targeted Literacy Instruction

Current Rule: No definition currently exists.

Proposed Revision to Definitions (OAR 581-017-0801):

"**"Targeted Literacy Instruction** means structured, evidence-based literacy instruction designed to address identified student literacy needs through consistent, small-group or individualized literacy support aligned to research-aligned literacy strategies and the science of reading and writing."

Why?

600

Clarifies the distinction between targeted literacy instruction, broader literacy-focused activities, and high-dosage tutoring.

Early Literacy Success Community Grants:
Board Action Impact



How will the Board's actions impact the grant and its implementation?

- Provide clearer expectations for literacy-focused, evidence-based programming
- Give community organizations greater flexibility to respond to local needs
- Strengthen family, school, and community partnerships
- Clarify the continuum of literacy supports, from community and family literacy to targeted instruction and HDT
- Strengthen consistency in implementation and accountability

601

These updates provide greater clarity and flexibility while preserving the Community Grants' distinct purpose and funding structure. No additional fiscal impact is anticipated.

Early Literacy Success Initiative - Discussion

- Do SBE members have any questions about the proposed rule updates?
- Is there specific language that you would like us to consider adding or revisiting?
- Are there additional or unintentional impacts that we may have overlooked?



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Program, Budgeting, and Accounting Manual

For Education Agencies and Education Service Districts in Oregon

2028 Edition

(Fall 2026 Proposed Version)

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

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State Board Policy

It is the policy of the Oregon State Board of Education and a priority of the Oregon Department of Education that there shall be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities, or employment.

Questions about equal opportunity and nondiscrimination should be directed to the Deputy Superintendent of Public Instruction, Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310. Phone: (503) 947-5740.

The **Fiscal Transparency Unit, Office of Finance** produced this manual. It may be accessed on the Fiscal Transparency Unit webpage. All or any part of this manual may be reproduced for educational purposes without permission from the Oregon Department of Education.

Foreword

This edition of the *Program Budgeting and Accounting Manual (PBAM)* reflects an important moment of transition for Oregon's education system. As expectations for transparency, accountability, and alignment continue to evolve, so too must the systems that support how we understand and steward public resources.

The modernization of the Chart of Accounts and PBAM is not simply a technical update. It is a foundational step toward ensuring that financial data is timely, consistent, and meaningfully connected to the outcomes we are working to achieve for students. By strengthening the way we organize and report financial information, we are creating a system that better supports decision-making at the classroom, school, district, and state levels.

This work is grounded in a clear purpose: to provide greater clarity on how resources are used, to reduce unnecessary complexity for local systems, and to enable more accurate and transparent comparisons across Oregon's schools and districts. These changes are also designed to align with broader statewide efforts to connect investments to outcomes and to support continuous improvement across the education system.

We recognize that this shift represents a significant change. Successful implementation will require thoughtful planning, strong partnerships, and ongoing support. The Oregon Department of Education is committed to working alongside districts, education service districts, and partners across the state to ensure this transition is both manageable and meaningful.

This manual reflects the collective expertise and commitment of educators, business officials, and partners who contributed their time and insight throughout this process. Through the engagement of Early Adopters and with the additional time to implement, this work will evolve the PBAM from a static document to a living resource: both technical adjustments and necessary change will be made at regular intervals. This work ensures that Oregon continues to move toward a more coherent, transparent, and responsive education system.

Together, we are building the infrastructure necessary to support not only compliance, but clarity, trust, and improved outcomes for every student in Oregon.

Dr. Charlene Williams

Acknowledgements

The **Chart of Accounts Review Committee**, as required under **ORS 327.511**, included representatives from:

- The Legislative Revenue Office
- The Legislative Fiscal Office
- The Oregon Department of Administrative Services
- Education organizations representing kindergarten through grade 12

We extend gratitude to the dedicated district and ESD staff who contributed their time, expertise, and insight. Their work ensures the PBAM reflects both **national best practice** and **Oregon-specific needs**.

Your commitment strengthens fiscal transparency and accountability in Oregon's schools, supporting students and communities statewide.

Chapter 1: Introduction and Framework

Purpose of the PBAM

The **Program Budgeting and Accounting Manual (PBAM)** establishes the uniform financial accounting and reporting framework for Oregon's school districts, education service districts (ESDs), and charter schools. It ensures that all Oregon Education Agencies (EAs) prepare and report financial information in a consistent manner, enabling:

- Compliance with **state law** and **federal requirements**,
- Comparability of financial data across EAs,
- Transparency for policymakers and the public, and
- Accountability for the stewardship of public funds.

The PBAM is the authoritative reference for Oregon's standardized chart of accounts and financial reporting requirements and provides guidance on applying applicable state and federal laws and accounting standards within Oregon's K–12 education system.

Legal Authority

The PBAM is established under **ORS 327.511**, which requires the Oregon Department of Education (ODE), with the advice of the Chart of Accounts Review Committee, to develop and maintain a standardized chart of accounts for education agencies.

It is also guided by:

- **Oregon Local Budget Law (ORS Chapter 294)**,
- **Oregon Administrative Rules** governing financial reporting,
- **Governmental Accounting Standards Board (GASB)** pronouncements,
- **Uniform Grant Guidance (2 CFR 200)** for federal funds, and
- **NCES Financial Accounting Handbook** standards for national comparability

Scope and Application

This manual applies to all Oregon Education Agencies, including:

- School Districts,

- Education Service Districts (ESDs),
- Charter Schools authorized by districts or the State Board of Education, and
- Other entities required to report financial data to ODE.

The PBAM is authoritative for Oregon's standardized chart of accounts and ODE reporting requirements. Guidance on applying GAAP/GASB to entity-specific facts does not replace professional judgment or the applicable accounting standards. Education agencies should consult their independent auditors for technical accounting determinations.

~~The PBAM is binding for financial data and reports submitted to ODE, including required chart of accounts structures, codes, and reporting classifications, and provides guidance for local accounting practices, audit preparation, and budget development consistent with applicable law and accounting standards.~~

Accounting Principles and Framework

Oregon Education Agencies prepare financial statements in accordance with **Generally Accepted Accounting Principles (GAAP)** for state and local governments. These principles are defined by the **Governmental Accounting Standards Board (GASB)** and provide the foundation for this manual. Key elements include:

- **Fund Accounting**: segregation of resources by purpose, restriction, or legal mandate.
- **Measurement Focus and Basis of Accounting**: modified accrual for governmental funds, accrual for proprietary and fiduciary funds.
- **Consistency and Comparability**: uniform coding ensures valid analysis across EAs and years.
- **Transparency and Accountability**: reporting designed to support oversight by boards, legislators, auditors, and the public.

Oregon-Specific Considerations

While aligned to national standards, the PBAM incorporates Oregon-specific features, including:

- **Local Budget Law Compliance**: ensuring EAs adopt, appropriate, and amend budgets consistent with statutory processes.
- **Grant Accounting**: alignment with federal and state program reporting requirements, including Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), and Oregon-specific initiatives such as the Student Investment Account (SIA) and Measure 98 High School Success.
- **State School Fund (SSF)**: the primary mechanism for distributing state funding to school districts and ESDs through Oregon's statutory funding formula.~~the primary mechanism for distributing state funding, requiring accurate tracking of allocations and expenditures.~~
- **Fiscal Transparency Goals**: supporting the Legislature's and Governor's priorities for clear, comparable public reporting on education finance.

Updates and Revisions

This manual will be updated periodically to reflect:

- New **GASB pronouncements**,
- **Legislative changes** to Oregon budget or education law,
- Updates to **federal requirements** (e.g., UGG), and
- Recommendations from the **Chart of Accounts Review Committee**.

The **2028 Edition** is effective **July 1, 2028**, for the fiscal year 2029.

Chapter 2: Financial Reporting in Oregon's Education System

Purpose of Financial Reporting

Financial reporting is the foundation of accountability for Oregon Education Agencies (EAs). Reliable, comparable information ensures that:

- Policymakers can evaluate the state's funding model and district financial health,
- Auditors can test compliance with state and federal laws, and
- The public can see how resources are being used to support student outcomes.

Uniform reporting through PBAM strengthens fiscal transparency, comparability, and equity across all districts and Education Service Districts (ESDs).

Background

Oregon's reporting framework brings together education agency-level accounting data with state and federal requirements. Education agency submissions are used for:

- ODE statewide reports (budget and actuals),
- Federal data submissions such as the National Public Education Financial Survey (NPEFS), the F-33 School District Finance Survey, and the School Level Finance Survey (SLFS), and
- Legislative oversight (State School Fund distributions, program evaluations).

A standardized chart of accounts makes it possible to aggregate data across education agencies, compare Oregon nationally, and track long-term equity and adequacy of funding.

Fiscal Equity and Accountability

The State School Fund (SSF) distributes resources through a statutory funding formula established in state law. Accurate and standardized financial reporting helps to:

- Support statewide analysis of education funding and program costs;
- Provide information about district fiscal condition and financial trends;

- Support statutory, state, and federal financial reporting requirements;
- Reconcile district-reported financial information to audited financial statements; and
- Help policymakers understand the costs associated with delivering educational programs and services.
- ~~Ensure allocations are distributed as intended,~~
- ~~Demonstrate that funds are used for their authorized purposes, and~~
- ~~Help policymakers understand the costs associated with delivering educational programs and services.~~

This framework reinforces Oregon's constitutional and statutory commitments to transparency and equity.

Applications of Financial Data

Financial reporting supports:

- **Policy and Oversight** – budget monitoring, legislative fiscal analysis, and compliance verification.
- **Financial Health** – monitoring solvency, fund balance sufficiency, and fiscal distress.
- **Transparency and Research** – informing taxpayers and policymakers, supporting academic studies, and enabling national comparisons.
- **Operational Planning** – aligning staffing, capital investments, and instructional priorities with available resources.

In PBAM, the term *financial health* refers to the use of standard financial indicators derived from audited and interim financial data, such as liquidity, fund balance sufficiency, and operating trends. These indicators support transparency and analysis and may help identify emerging fiscal risks.

The PBAM does not establish statewide fiscal-health thresholds, intervention criteria, or comparative ratings. Any such framework would be developed separately.

Statewide Financial Reporting Objectives ~~Oregon's Commitment to Transparency~~

By aligning with national standards while addressing Oregon-specific needs, PBAM emphasizes:

- **Understandability** – clear and accessible data presentation,
- **Reliability** – accurate and complete reporting,
- **Relevance** – data that supports meaningful decisions,
- **Timeliness** – reporting deadlines that increase usefulness, and
- **Comparability** – consistent reporting across EAs and states.

Trial Balance Collection

Beginning in FY 2029, Education Agencies (EAs) will submit **operational trial balances**. Interim submissions are intended to reflect posted transactional activity and routine adjustments recorded in the EA's accounting system and are not expected to include audit-only or government-wide conversion entries.

Each interim submission will be **cumulative fiscal-year-to-date** as of the applicable reporting date. For example, a March 31 submission will include financial activity from July 1 through March 31 rather than only activity occurring during the third quarter.

Each submission will pass through automated validation to:

- Promote consistency in statewide financial reporting;
- Identify potential coding, balancing, or reporting issues earlier;
- Support analysis of fiscal condition and financial trends; and
- Reduce reconciliation differences between preliminary district data and audited financial statements.

Interim trial balances should reflect the EA's **normal accounting records and local year-to-date posting practices**. EAs are not expected to complete audit-only, government-wide, actuarial, or other full-accrual financial statement adjustments for interim submissions.

The **preliminary year-end submission** will reflect the EA's June 30 accounting records after routine year-end closing activity but before completion of the financial statement audit. This submission is intended to provide timely year-end information and may be revised as additional year-end or audit adjustments are identified.

The **audited final submission** will serve as the authoritative year-end financial submission to ODE and must reconcile to the amounts reported in the EA's audited financial statements. Adjustments necessary to achieve that reconciliation, including audit or government-wide adjustments that are not maintained in the EA's operational accounting system, will be reported through the ODE-prescribed year-end reporting and reconciliation process.

ODE may phase in trial balance collection through a pilot or staggered implementation process during the initial implementation period. The pilot will be used to evaluate data quality, system capabilities, validation rules, submission timelines, and opportunities to reduce or replace existing financial collections.

~~Beginning in FY 2029, EAs will submit **operational trial balances** to ODE. Submissions are intended to reflect posted transactional activity and routine adjustments and are not expected to include audit-only or year-end entries.~~

~~Each submission will pass through automated validation to:~~

- ~~Promote consistency in reporting,~~
- ~~Identify discrepancies earlier in the fiscal year, and~~
- ~~Support alignment between year-end district data and audited financial statements.~~

~~This approach is designed to be straightforward for EAs, relying on standard trial balance outputs that already exist within district accounting systems. A regular submission cadence improves the timeliness of information, reduces the need for EAs to conform data to multiple formats, and minimizes reconciliation work at fiscal year-end.~~

~~For data quality purposes, ODE recommends that LEAs submit trial balances following their routine posting and review processes. Regular posting and review of financial activity is a fundamental accounting practice that supports internal controls, transparency, and timely reporting. ODE will continue to collect financial data on a defined schedule to support statewide reporting needs, regardless of whether a district has completed a formal internal close for the period.~~

~~In periods where data is incomplete or subject to later adjustment, EAs may provide explanatory context, and final alignment will occur through year-end, audit-aligned reporting.~~

~~At fiscal year-end, EAs will submit a final trial balance that reflects all year-end adjustments and aligns with amounts reported in the audited financial statements. This year-end trial balance serves as the authoritative source for reconciliation between district-submitted data and audited results. Items such as actuarial adjustments, accruals, and June payroll timing are expected to be reflected in the year-end submission rather than in interim reports.~~

~~ODE may phase in the trial balance submission requirement through a pilot group or staggered implementation during the first year, allowing EAs time to adapt systems and processes while ensuring statewide consistency and data reliability.~~

PBAM and COA Compliance

Purpose

To promote consistent statewide accounting and reporting, all Oregon Education Agencies (EAs)—including school districts, education service districts (ESDs), charter schools, and recovery or alternative schools—are expected to follow the standards established in the Program Budgeting and Accounting Manual (PBAM). These provisions help ensure that all public education entities receiving state or federal resources uphold fiscal integrity, comparability, and transparency.

Authority

This section is established under ORS 327.511and OAR 581-023-0035, which require school districts, ESDs, and charter schools to maintain accounting records consistent with the uniform chart of accounts prescribed by the Oregon Department of Education (ODE).

As a pass-through entity, ODE is required by 2 CFR §200.332 to monitor subrecipients using a risk-based approach, and by 2 CFR §200.302 to ensure that district financial systems can identify federal awards, track expenditures at the grant level, and produce reports in a timely manner**.**

Compliance Requirements

Education Agencies should:

- Use the PBAM chart of accounts and definitions for all financial transactions, budgeting, and reporting submitted to ODE.

- Maintain accounting systems that support coding accuracy and consistency with PBAM structures.
- Submit financial and data reports required by ODE, in the format, frequency, and level of detail prescribed by ODE, for purposes of statewide reporting, grant management, and fiscal oversight.
- Cooperate in reviews, reconciliations, or audits conducted by ODE or its designees.

Budget submissions governed by the Department of Revenue and audit reports governed by the Secretary of State remain subject to applicable statutes and standards.

Monitoring and Review

ODE conducts ongoing reviews of financial reporting by districts, ESDs, charter schools, and recovery schools through data validations, audit reconciliations, and risk-based monitoring.

These activities assess:

- Proper classification of revenues, expenditures, and balance sheet accounts;
- Consistency between local submissions and audited financial statements;
- Adherence to grant tracking and Uniform Grant Guidance requirements; and
- Overall compliance with PBAM coding and reporting expectations.

When inconsistencies or areas for improvement are identified, ODE will work collaboratively with the Education Agency to resolve issues. Agencies may be asked to submit a corrective action plan, revised reports, or other documentation to demonstrate compliance.

Charter and Recovery Schools

Charter are subject to the same chart of accounts, accounting standards, and reporting requirements as their sponsoring districts under ORS 338.095 and OAR 581-026-0100 through 581-026-0200.

Sponsoring districts are responsible for accounting for financial activity between the district and charter schools, including funds transferred to charters and payments received from charters for services or other arrangements, using appropriate PBAM codes.

Charter schools are responsible for maintaining detailed accounting records for their own revenues and expenditures in accordance with PBAM requirements. Districts are not required to record or maintain individual charter-level expenditure detail within the district's general ledger.

Education Service District (ESD) Coding of Services

When an Education Service District (ESD) provides services to a school district, each ESD should assign a Location code for the district served. This ensures that expenditures and revenues can be traced to the benefiting entity.

The Location code must align with the district or charter receiving services to allow for accurate statewide roll-ups, transparent cost allocation, and verification of service delivery in compliance with OAR 581-024-0206 and the ESD Local Service Plan requirements.

Cost Allocation

ESDs are not required to track time or expenditures at every district when direct tracking is impractical. ESDs may instead allocate costs to multiple districts using a reasonable and documented allocation method (e.g., based on student counts, full time-equivalent (FTE) teachers served, or service hours).

The Oregon Chart of Accounts

The Oregon Chart of Accounts (COA) establishes the uniform financial coding structure required for all Education Agencies. Dimensions are the backbone of Oregon's fiscal transparency system. They should be clearly defined, consistently applied, and uniformly reported to ensure that data is reliable for:

- Comparability across districts and ESDs,
- Compliance with Oregon budget law and federal Uniform Grant Guidance (2 CFR 200),
- State and federal reporting requirements,
- Local budget development, audit compliance, and board decision-making.

Chart of Accounts Dimensions

Every transaction should be coded across multiple dimensions. Each dimension answers a different question:

- **Fund** – *Which bucket of resources?*
- **Function** – *For what operational purpose is it used?*
- **Object/ (General Ledger)** – *What was purchased or paid?*
- **Grant** – *Is it tied to a restricted grant?*
- **Program** – *Which instructional or support program benefits?*
- **Location**– *Which school or department used it?*
- **Curriculum Area** – *Which subject?*
- **Accountability Measure** – *What outcomes does this spending support?*

Using dimensions consistently allows Oregon to answer questions from legislators, auditors, and the public with confidence.

Account String Definition

This section defines the structure of the account string for the new Chart of Accounts. It is written for Oregon school districts and education service districts that record transactions against the account string, for accounting software vendors that build and parse it, and for the ODE IT department implementing validation and reporting.

The account string is an ordered set of eight code segments, separated by periods, that together classify a financial transaction. The segments always appear in the same order, and each has a state-required digit count.

The Eight Dimensions

#	Dimension	Required digits
1	Fund	3
2	Function	4
3	GL / Object	4
4	Grant	3
5	Program	4
6	Location	4
7	Curriculum	2
8	Accountability Measure	2

Canonical Form

Format (F = Fund, N = Function, O = GL/Object, G = Grant, P = Program, L = Location, C = Curriculum, A = Accountability Measure):

```
FFF.NNNN.OOOO.GGG.PPPP.LLLL.CC.AA
```

Example (codes illustrative):

```
100.1111.0410.000.0000.0000.00.00
```

Rules

Required length — a floor, not a target. Each segment must contain at least the number of digits shown above. A segment may be extended (see Local extension), but it may never be shortened below its required length. The required digits are the portion ODE recognizes. Codes

are treated as text, not numbers, so leading zeros are significant — Location 0010 is not Location 10.

Every dimension is always present. All eight segments appear in every account string, in the order above, at all times. A dimension that does not apply to a transaction is recorded with zeros in its required positions — an unused Program is 0000, not dropped. The string never has fewer than eight segments.

Local extension (sub-codes). A district may lengthen any segment by appending digits to the end, as long as the added digits roll up into the state code they extend. The leading digits of the segment must remain the valid state code; the appended digits subdivide it for local use. Each digit added creates 10 sub-codes under the parent code (two digits, 100). For example, a district may report Function as 111199, where 1111 is the state Function and 99 is a local subdivision that rolls up into it.

Truncation. ODE reads only the first N digits of each segment, where N is that dimension's required digit count. Any digits a district appends beyond N are retained in the district's own ledger but ignored for state validation and reporting. Truncating each segment to its required length always recovers the state code.

Delimiter — the period. Because any segment may be longer than its required length, the string cannot be parsed by fixed character position. Each segment is therefore separated from the next by a single period (.). Software reads the string by splitting on periods and taking the first N characters of each resulting segment. The period is reserved as the delimiter and must never appear inside a code. A string that omits a period, or runs two segments together, is invalid. An eight-segment string always contains exactly seven periods.

Worked Example

A district that has extended Function to six digits and Location to five submits:

```
100.111199.0410.000.0000.05001.00.00
```

ODE interprets this — taking the first N digits of each segment — as:

```
100.1111.0410.000.0000.0500.00.00
```

For Implementers

To read an account string, software and validation routines apply the same steps:

1. Split the string on the period. The result must be exactly eight segments; otherwise the string is invalid.

2. For each segment, in order, confirm it contains only digits and holds at least the required number of digits for that dimension; otherwise the string is invalid.
3. Take the first N digits of each segment (N = that dimension's required digit count) to obtain its state code.
4. Validate each state code against the published code list for its dimension.
5. Retain any digits beyond N as district detail. They are not used for state validation or reporting.

~~Types of Financial Activity~~

~~This publication classifies four basic types of financial activity within funds: (1) revenues, (2) expenditures, (3) transfers (in/out) and (4) transactions affecting the balance sheet (assets and liabilities) of the district. For each type of transaction, the specific account code is made up of a combination of classifications called dimensions. Each dimension describes one way of classifying financial activity. The dimensions for each type of transaction are:~~

~~Revenue~~

- ~~Fund: XXX~~
- ~~Object/(GL): XXXX (6000 codes)~~
- ~~Grant: XXX (if applicable)~~
- ~~Program: XXXX (if applicable)~~
- ~~**Total string: 14**~~

~~Expenditure~~

- ~~Fund: XXX~~
- ~~Object/(GL): XXXX (7000 codes)~~
- ~~Function: XXXX~~
- ~~Grant: XXX~~
- ~~Program: XXXX~~
- ~~Location: XXXX~~
- ~~Curriculum: XX~~
- ~~Accountability Measure: XX~~
- ~~**Total string: 26**~~

~~Transfers In/Out~~

- ~~Fund: XXX~~
- ~~Object/(GL): XXXX (8000 codes)~~

- ~~Grant: XXX (if applicable)~~
- ~~**Total string: 10**~~

~~**Balance Sheet**~~

- ~~Fund: XXX~~
- ~~Object/(GL) Account: XXXX (1000-5000 codes)~~
- ~~**Total String: 7**~~

~~The Program, Grant, Curriculum, and Accountability Measure dimensions may not be applicable to each financial activity.~~

~~ODE recommends the following account code specification for implementation of the Oregon Chart of Accounts in education agency accounting systems. The **X**s represent the fields that will be collected by ODE. The 0s represent flexibility that education agencies may need to track items at a local level.~~

~~**Account Code String**~~

~~Dimension~~	~~Fund~~	~~Function~~	~~Object~~	~~Grant~~	~~Program~~	~~Location~~	~~Curriculum~~	~~Accountability Measure~~
~~Code String~~	~~XXX~~	~~XXXX~~	~~XXXX00~~	~~XXX0~~	~~XXXX~~	~~XXXX~~	~~0XX~~	~~0XX~~

~~**Total String: 31**~~

Oregon's Chart of Account Codes

Fund Dimension

The Fund dimension includes the minimum funds ODE requires education agencies to track. Education agencies may continue using local sub-funds, provided that the first digit of the fund code aligns to the higher-level fund (example: an education agency coding Fund 101 would roll up to Fund 100), where necessary. Consistency rule: Do not create "special funds" locally when restricted purposes can be tracked through program or grant codes.

Note: Education Agencies will not need to 'mask' sub-funds, ODE will take care of that. In other words, EA's can use funds 101, 102, 103, etc. in their account strings and ODE will summarize those up into 100.

100 – 500 GOVERNMENTAL FUND TYPE

The Governmental Fund Type accounts for all financial resources of the education agencies except those required to be accounted for in another fund.

100 General Fund. Accounts for all financial resources of education agencies, except those required to be accounted for in another fund.

200 Special Revenue Fund. Special Revenue Funds account for the proceeds of specific revenue sources (other than expendable trusts or major capital projects) that are legally restricted to expenditure for specified purposes. Some examples of special revenue funds might include: restricted state or federal grants-in aid; restricted tax levies. A separate fund may be used for each restricted source or one fund may be used, supplemented by the dimension project/reporting code; e.g., bus replacement fund. Food Service activities may be reported in a Special Revenue Fund when appropriate. Student activity fund classification must be determined based on the facts and circumstances under applicable Oregon requirements and GASB Statement No. 84. See Chapter 8 – Activity Fund Management.~~Food Service and Student Body Funds should be classified here.~~

280-297 Reserved for Future ODE Use

298 Transportation – State School Fund (SSF). Used to hold resources earmarked from the SSF to support depreciation of school buses.

299 Food Service. Accounts for the financial operations of district food and nutrition programs, including the National School Lunch Program, School Breakfast Program, Summer Food Service Program, Special Milk Program, USDA

commodities, and any other state or federally supported child nutrition activities.

300 Debt Service Fund. Debt Service Funds account for the accumulation of resources for, and the payment of, general long-term debt, principal and interest.

400 Capital Projects Fund. Capital Project Funds account for financial resources used to acquire or construct major capital facilities (other than those of proprietary funds and trust funds). The most common source of revenue in this fund would be the sale of bonds. A separate fund may be used for each capital project or one fund may be used, supplemented by the dimension project/reporting code.

500 Permanent Fund. Permanent Funds are used to account for resources that are legally restricted to the extent that only earnings, and not principal, may be used for purposes that support the reporting government's programs. For education agencies, this might include endowments or other funds where the principal is preserved and only the investment earnings are used to support educational programs.

600 PROPRIETARY FUND TYPE

The Proprietary Fund Type accounts for the proceeds of specific revenue sources (other than expendable trusts or major capital projects) that are legally restricted to expenditure for specified purposes.

610 Enterprise Fund. Enterprise Funds are used to account for operations that are financed and operated in a manner similar to private business enterprises. The intent is that the costs of providing goods or services to the general public on a continuing basis are financed or recovered primarily through user charges. For school districts, this might include activities such as food services, community education programs, or other services where fees are charged to external users.

620 Internal Service Fund. Internal Service Funds are a type of Proprietary Fund used to account for the financing of goods or services provided by one department or agency to other departments or agencies of the government, or to other governments, on a cost-reimbursement basis. Examples include central purchasing, printing services, and information technology support.

700 FIDUCIARY FUND TYPE

The Fiduciary Funds are used to account for assets held by a district as trustee or agent. Each trust fund is treated for accounting measurement purposes in a manner similar to either a

governmental fund or a proprietary fund.~~Type accounts for the accumulation of resources for, and the payment of, general long-term debt, principal and interest.~~

710 Private Purpose Trust. Private Purpose Trust Funds are used to account for trust arrangements under which principal and income benefit individuals, private organizations, or other governments. For school districts, these funds might include scholarships or other funds where the resources are legally restricted to a specific purpose.

720 Pension and Employee Benefit Trust Funds. Pension and Employee Benefit Trust Funds are used to account for resources that are required to be held in trust for the members and beneficiaries of defined benefit pension plans, defined contribution plans, other post-employment benefit plans, or other employee benefit plans. For school districts, this includes funds set aside for employee pensions and other post-employment benefits (OPEB).

730 Investment Trust Funds. Investment Trust Funds are used to account for the external portion of investment pools reported by the sponsoring government. For education agencies, this might include funds invested on behalf of other entities or individuals.

740 Custodial Funds. Agency funds are used to account for resources held by the government in a purely custodial capacity. These funds typically involve the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments. For school districts, this might include funds held for student activities or other pass-through funds.

800 GOVERNMENT WIDE REPORTING FUND

The Government-Wide Reporting Fund (GWRF) is an internal reporting mechanism used to record conversion entries that transition governmental fund activity from modified accrual to accrual basis for GASB-required government-wide statements.

800 Government Wide Reporting Fund. The Government-Wide Reporting Fund (GWRF) is an internal reporting mechanism used to record conversion entries that transition governmental fund activity from modified accrual to accrual basis for GASB-required government-wide statements.

Function Dimension

The Function dimension represents the broad operational purpose of expenditure. This dimension is required by GASB for financial statement presentation.

1000 INSTRUCTION

Activities dealing directly with the interaction between teachers and students, including classroom instruction and other instructional settings. Includes salaries, instructional materials, and classroom services.

1100 **Instruction.** Activities dealing directly with the teaching of students or the interaction between teacher and students. Instruction may occur in classrooms, homes, hospitals, co-curricular settings, or through approved media (computer-based instruction, TV, radio, correspondence). Includes instructional assistants. Teacher travel costs connected with teaching assignments are also considered instructional.

1111 Elementary. Instructional activities provided to students in the elementary grades, generally kindergarten through grade 5 or 6, depending on district configuration. Includes direct classroom instruction, curriculum delivery, and instructional support focused on foundational academic skills such as literacy, mathematics, science, and social studies. Excludes administrative and support services not directly related to instruction.

1121 Middle School. Instructional activities provided to students in the middle grades, generally grades 6 through 8. Includes direct classroom instruction, curriculum delivery, and instructional support designed to advance subject-area learning and support adolescent academic development. ~~Excludes extracurricular activities and non-instructional support services unless they are an integral part of the instructional program.~~

1131 High School. Instructional activities provided to students in the secondary grades, generally grades 9 through 12. Includes direct classroom instruction, curriculum delivery, and instructional support leading to high school credit, graduation requirements, and postsecondary readiness, including career and technical instruction when primarily instructional in nature. ~~Excludes extracurricular activities and non-instructional support services unless they are integral to instruction.~~

1141 Pre-Kindergarten. Instructional activities provided to children prior to kindergarten entry. Includes classroom instruction, curriculum delivery, and

instructional support that directly contribute to early learning and school readiness. Excludes childcare, custodial care, and non-instructional support services unless they are integral to the instructional program.

1151 Adult/Continuing Instruction. Instructional activities provided to adults and out of school youth (typically 16 years of age and older who are not regularly enrolled in school) who have completed, interrupted or not begun their formal education and are pursuing skills or knowledge in other than regularly prescribed courses. These include adult basic programs and other programs that have as their purpose the upgrading or retraining of occupational skills, the pursuit of special interests or enrichment.

1161 General Instruction. Instruction that cannot be allocated within specific grade bands. Primarily for ESD use.

2000 SUPPORT SERVICES

Services that provide administrative, technical, and logistical support to facilitate and enhance instruction. Includes services such as counseling, health, transportation, administration, and technology.

2100 **Support Services – Students.** Activities designed to assess and improve student well-being and/or supplement the teaching process (guidance, health, attendance, social work, psychological services).

Attendance & Social Work Services. Improve attendance; resolve home–school–community issues; home-school admin; drug/alcohol programs.

2111 Attendance & Social Work Services. Improve attendance; resolve home–school–community issues; home-school admin; drug/alcohol programs.

Guidance Services. Counseling, college/career planning, referrals, and program coordination.

2121 Guidance Services. Counseling, college/career planning, referrals, and program coordination.

Health Services. Medical, dental, nursing, and mental-health services not part of direct instruction.

2131 Nursing Services. Health services provided by licensed nursing personnel to support a student's ability to safely attend school and participate in

educational activities, including medication administration, health monitoring, and implementation of medical care plans.

2132 Medical Services (Diagnostic/Evaluative). Medical services provided by licensed medical professionals for diagnostic or evaluative purposes necessary to determine a student's educational needs or eligibility, excluding services provided solely for medical treatment.

2133 Nutrition Services. Specialized nutrition-related services required to meet a student's educational needs, including dietary planning, feeding support, and implementation of nutrition accommodations.

Psychological Services. Testing, evaluation, counseling, and management of psychological services.

2141 Psychological Evaluation & Assessment. Assessment services conducted by qualified professionals to evaluate cognitive, behavioral, emotional, or psychological functioning for eligibility determination, educational planning, or progress monitoring.

2142 Counseling & Behavioral Health Services. Direct individual or group counseling and mental or behavioral health services that address social-emotional needs, behavioral regulation, and student well-being to support educational participation.

2143 Family Training, Counseling, Home Visits, Other Supports. Services that support families in understanding and implementing educational or developmental plans for their child, including parent training, counseling, home visits, and related family-focused supports. These services are individualized or directly connected to a specific student's educational or intervention plan.

2144 Behavioral Consultation Services. Professional services that assess student behavior, develop behavior intervention strategies, and provide guidance to staff and families to support positive behavioral outcomes. This includes consultative and assessment services, including development of behavior intervention strategies and guidance provided to staff and families; does not include direct therapeutic counseling.

2145 Autism Spectrum Disorder Services. Specialized services addressing the instructional, communication, behavioral, and social needs of students with

autism spectrum disorders, delivered in accordance with individualized educational or service plans.

~~**2146 Social Work Services.** Services provided by qualified social workers to address social, emotional, environmental, or family factors that affect a student's educational performance and access to instruction.~~

Speech Pathology & Audiology. Identify, assess, and treat speech, hearing, and language impairments.

2151 Speech-Language Therapy. Therapeutic services provided by licensed speech-language pathologists to address speech, language, voice, fluency, or feeding disorders that impact educational participation.

2152 Audiology Services. Services related to the identification, evaluation, and management of hearing loss, including assessments, monitoring, and support for the use of hearing devices.

2153 Augmentative Communication. Services and supports that provide alternative or supplemental communication methods for students with communication impairments, including communication systems, devices, and related training.

2154 Sign Language Services. Communication services, including sign language interpreting or transliteration, provided to ensure effective access to instruction for students who are deaf or hard of hearing.

Other Student Treatment Services. Activities associated with providing services, such as occupational therapy, physical therapy, adaptive physical education, etc.

2161 Occupational Therapy. Therapeutic services that support the development of fine motor, sensory processing, self-help, and functional skills necessary for participation in educational activities.

2162 Physical Therapy. Therapeutic services that support the development, maintenance, or improvement of gross motor skills, mobility, and physical functioning required for educational participation.

2163 Assistive Technology Services. Services related to the selection, acquisition, customization, training, and maintenance of assistive technology devices that increase, maintain, or improve a student's functional capabilities.

2164 Vision Services. Services provided to infants and young children with visual impairments to support early development and learning, including assessment, instruction in visual skills, and use of adaptive materials or devices.

2169 Other Student Treatment Services. Student treatment or therapeutic services not otherwise classified, including specialized or emerging supports necessary for educational participation.

Student Support Services Management. Direction/management of special ed, ELL, and other student support programs.

2171 Student Support Services Management. Direction/management of special ed, ELL, and other student support programs.

Student Activities. Activities and services that support student engagement, enrichment, and participation outside of the regular classroom instructional program. This includes athletics, clubs, student leadership, and other extracurricular activities that occur beyond scheduled classroom instruction. This function is used for non-instructional student activities regardless of grade level, with program or curriculum designations used to identify extracurricular participation and grade bands as needed.

2181 Student Activities. Activities and services that support student engagement, enrichment, and participation outside of the regular classroom instructional program. This includes athletics, clubs, student leadership, and other extracurricular activities that occur beyond scheduled classroom instruction. This function is used for non-instructional student activities regardless of grade level, with program or curriculum designations used to identify extracurricular participation and grade bands as needed.

2200 **Support Services – Instruction.** Activities assisting instructional staff with content and delivery of learning experiences (curriculum development, professional development, libraries, media, technology support).

2211 Improvement of Instruction. Planning, development, and evaluation to improve instruction.

2221 Educational Media Services. Library/media centers; instructional resources (hardware, software, print/digital).

2231 Student Achievement Assessment. Measuring and monitoring student progress toward goals.

2241 Instructional Staff Development. Professional learning for instructional staff.

2300 **Support Services – General Administration.** Activities concerned with establishing and administering policy for district operations (board of education, superintendent, legal services).

2311 Board of Education. School board operations, policy, elections, legal.

2321 Executive Administration. Activities associated with the overall general administrative or executive responsibility for the entire district

2322 Executive Administration Staff Development. Professional learning for executive administration staff.

2400 **Support Services – School Administration.** Activities concerned with area-wide supervisory responsibility (principals, assistant principals, directors of instruction with administrative duties).

2411 Office of the Principal Services. School-level administration (principals, assistants, clerical).

2412 Principal Staff Development. Professional learning for principals and assistant principals.

2491 Other School Administration. School administration not classified above.

2500 **Support Services – Business.** Activities concerned with fiscal operations, payroll, purchasing, warehousing, risk management, facilities operations & maintenance, and internal services for school operations.

2511 Business Support Management. Direction/management of business operations.

2521 Fiscal Services. Budgeting, accounting, payroll, auditing, and financial management.

2541 Operation & Maintenance. Custodial, utilities, repairs; safe, operable facilities/grounds.

2551 Student Transportation. Transportation services provided to convey students between home, school, and school-related activities, including routing, supervision, and related operational costs.

2561 Alternative Transportation. Walking/cycling/public transit or other approved alternatives (HB 3014).

2571 Internal Services. Purchasing, warehousing, duplicating, printing.

2600 **Support Services – Central Services.** Activities supporting instruction and administration, such as planning, research, evaluation, HR, IT, staff development, statistical analysis, and data processing.

2611 Central Support Services Management. Direction/coordination of central services.

2621 Planning, Research, Evaluation & Grants. Systemwide planning, research, evaluation, and grant writing.

2631 Information Services. Communications, publications, translation services, and public information.

Staff Services (HR). Recruiting, placement, transfers, HR, staff health/accounting. Staff services and human resources activities not otherwise classified, including general HR operations, personnel administration, and staff support activities that are not specific to recruitment, retention, or induction.

2641 Recruitment Activities. Activities related to attracting, identifying, and hiring qualified staff, including recruitment advertising, job fairs, candidate outreach, background checks, signing incentives, and recruitment-related contracts or stipends. When funded with Title II, this code identifies recruitment activities subject to federal reporting requirements.

2642 Retention / Induction Activities. Activities designed to support onboarding, induction, mentoring, and retention of staff, including new-teacher induction programs, mentoring and coaching for early-career educators, retention incentives, and structured support activities. When funded with Title II, this code identifies retention and induction activities subject to federal reporting requirements.

2649 Other Staff Services. Staff services and human resources activities not otherwise classified, including general HR operations, personnel administration, and staff support activities that are not specific to recruitment, retention, or induction.

Technology Services. IT management, networking, data processing, SIS.

2661 Technology Services. IT management, networking, data processing, SIS.

Records Management. Records retention and disposal.

2671 Records Management. Records retention and disposal.

Interpretation and Translation Services. Activities that facilitate communication between school personnel and students or families who are non-English-speaking or hearing-impaired. Includes oral interpretation, written translation of educational materials, and related contracted services.

2681 Family Language Interpretation. Oral interpretation services provided to families to facilitate communication related to educational programs, meetings, evaluations, and service planning.

2682 Educational Translation Services. Written translation services that convert educational documents, notices, and materials into languages accessible to students or families.

2700 **Support Services - Post Employment Benefits.** Costs associated with benefits provided after employment.

2711 Centralized Post Employment Benefits. Activities and costs associated with post-employment benefits provided to former employees, when those costs are managed, funded, or accounted for centrally rather than allocated to individual instructional or support functions. Includes employer costs for retiree benefits such as health insurance, life insurance, and other post-employment benefits recognized after separation from service.

3000 ENTERPRISE AND COMMUNITY SERVICES

Activities concerned with providing noninstructional services to students, staff, or the community. Includes food services, community services, and enterprise operations.

3100 **Food Services.** Activities providing meals and snacks to students and staff (preparation, serving, delivery). Includes school nutrition programs.

3111 Food Services. Activities providing meals and snacks to students and staff (preparation, serving, delivery). Includes school nutrition programs.

3200 **Enterprise Services.** Operations financed and operated like private businesses, where costs of providing goods/services are financed primarily through user charges (e.g., bookstores, rentals, printing).

3211 Other Enterprise Services. Other fee-based operations (non-food).

3300 **Community Services.** Activities not directly related to educating pupils, such as recreation programs, civic activities, public libraries, child care programs, and community welfare. Also includes district-funded scholarships.

3311 Community Services Management. Oversight of community programs (childcare, custodial care, etc.).

3321 Community Recreation. Recreation programs for the community.

3331 Tribal Government Consultation. Government-to-government consultation between tribal governing bodies and districts.

3341 Family Engagement Services. Building strong, collaborative relationships between families, schools, and community systems to support child development, academic success, and overall family well-being. These services are programmatic or community-wide and are not tied to individualized student intervention plans

3351 Civic Services. Civic activities, PTA/lectures/forums.

3361 Public Library Services. Public/community library services.

3371 Welfare Activities Services. Personal-needs assistance (stipends, clothing, etc.).

3381 Nonpublic School Services. Services to nonpublic school students (instruction, transport, health, social work).

3391 Other Community Services. Community programs not otherwise classified; may include scholarships.

3400 **Custody and Care of Children Services.** Programs for custodial care of children in day/residential schools or child care centers not part of the instructional program, and whose attendance is not included in district ADM counts.

3411 Custody & Care Services. Custodial/day or residential care not tied to instruction.

4000 FACILITIES ACQUISITION AND CONSTRUCTION

Activities concerned with acquiring land, buildings, and equipment; constructing, remodeling, or renovating facilities; and improving existing sites and structures.

4100 **Facilities Acquisition & Construction Services.** Activities related to acquiring, constructing, and renovating school facilities. Includes land purchase, new buildings, major upgrades, professional services (architect/engineering), and site improvements (parking, playgrounds, landscaping).

4111 Facilities Management. Direction/management of facilities acquisition and construction.

4121 Site Acquisition & Development. Land/site purchase and development.

4131 Land Improvements. Grading, utilities, fencing, and similar site improvements.

4141 Capitalized Lease/SBITA. A capitalized lease is a contract that allows a lessee to use an asset while transferring most of the ownership benefits and risks from the lessor to the lessee. A SBITA is defined as a contract that conveys control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction.

4151 Building Acquisition/Construction. Purchase, construction, or major improvements to buildings.

4161 Equipment Acquisition. Major equipment (furniture, vehicles, large systems).

4171 Technology Acquisition. Technology infrastructure and large-scale systems.

4181 Other Capital Items. Capital items eligible for bonding not elsewhere classified.

4191 Other Construction Services. Facilities/construction activities not otherwise classified.

5000 OTHER USES (NON-DEBT, NON-TRANSFER)

Expenditures that represent uses of resources not classified as operating instruction, support services, facilities acquisition, debt service, or interfund transfers. This category captures budgetary uses that are not related to service delivery but are still authorized uses of funds under Local Budget Law.

5100 **Other Uses (non-debt, non-transfer).** Expenditures that represent uses of resources not classified as operating instruction, support services, facilities acquisition, debt service, or interfund transfers. This category captures budgetary uses that are not related to service delivery but are still authorized uses of funds under Local Budget Law.

5111 Other Uses (non-debt, non-transfer). Expenditures that represent uses of resources not classified as operating instruction, support services, facilities acquisition, debt service, or interfund transfers. This category captures budgetary uses that are not related to service delivery but are still authorized uses of funds under Local Budget Law.

5121 Apportionment of Funds by ESD or LEA. Apportionment of equalization funds and distribution of other funds by the educational service districts (flow-through dollars from ESDs to districts or other ESDs) or from an LEA acting as the fiscal agent for a grant distributed to other districts or other agencies.

6000 DEBT SERVICE

Expenditures made to repay principal and interest on long-term obligations, including bonds, notes, leases, and other financing arrangements.

6100 **Debt Service.** Expenditures made to repay principal and interest on long-term obligations, including bonds, notes, leases, and other financing arrangements.

6111 Debt Service. Expenditures made to repay principal and interest on long-term obligations, including bonds, notes, leases, and other financing arrangements.

7000 TRANSFERS

Budgeted transfers of resources between funds to support authorized purposes, including operating support, debt service support, or capital financing.

7100 **Transfers.** Budgeted transfers of resources between funds to support authorized purposes, including operating support, debt service support, or capital financing.

> **7111 Transfers.** Budgeted transfers of resources between funds to support authorized purposes, including operating support, debt service support, or capital financing.

8000 OPERATING CONTINGENCY

Budgeted appropriations set aside for unforeseen or unanticipated expenditures during the fiscal year, as permitted under Oregon Local Budget Law

8100 **Operating Contingency.** Budgeted appropriations set aside for unforeseen or unanticipated expenditures during the fiscal year, as permitted under Oregon Local Budget Law

> **8111 Operating Contingency.** Budgeted appropriations set aside for unforeseen or unanticipated expenditures during the fiscal year, as permitted under Oregon Local Budget Law

9000 UNAPPROPRIATED ENDING FUND BALANCE / RESERVES

Budgeted amounts representing resources not appropriated for expenditure during the fiscal year and carried forward as ending fund balance or reserves.

9100 **Unappropriated Ending Fund Balance / Reserves.** Budgeted amounts representing resources not appropriated for expenditure during the fiscal year and carried forward as ending fund balance or reserves.

> **9111 Unappropriated Ending Fund Balance / Reserves.** Budgeted amounts representing resources not appropriated for expenditure during the fiscal year and carried forward as ending fund balance or reserves.

Object/(General Ledger) Dimension

The Object/(General Ledger) dimension captures balance sheet elements (assets, liabilities, fund balance) and operating accounts (revenues, expenditures). This dimension provides reconciliation between district accounting and reporting to ODE. It also supports audits and ensures GAAP compliance.

Not all Object/(General Ledger) accounts are used in daily transactional posting. Certain asset, liability, and deferred accounts are used primarily for year-end adjustments and financial reporting. Education agencies may need to use additional accounts as applicable for audit and reporting purposes. Consistency rule: Every Object/(General Ledger) account used locally should map back to an Oregon Chart of Accounts Object/(General Ledger) code.

1000 ASSETS

Resources owned by the school district that have measurable economic value and will provide future benefits. Current assets are expected to be used or converted to cash within one year (e.g., cash, receivables, short-term investments, inventories, prepaids). Noncurrent assets are held longer than one year (e.g., capital assets, long-term investments, lease/SBITA assets).

1100 **Cash.** Resources expected to be converted to cash, sold, or used within one fiscal year or the operating cycle, whichever is longer. Includes cash, cash equivalents, receivables, short-term investments, inventories, and prepaid items.

Cash & Cash Equivalents. Cash on hand, demand deposits, pooled cash, interest accounts, petty cash, and highly liquid investments with maturities of three months or less.

1111 Cash In Bank. An asset amount reflecting currency; coin, checks, postal and express money orders and banker's drafts on hand or on deposit; and, demand deposits in bank or savings and loan institutions including interest-bearing checking accounts.

1112-1129 Reserved for 1111 Cash in Bank ODE to automatically summarize this range to 1111

1131~~12~~ Cash On Hand. Amount of fiscal cash that a school district has available at any given time. This includes: currency, coins, and balances in checking accounts that are already accessible (ready to use). This is a crucial component of district's liquidity, ensuring that short-term obligations and operational needs are met.

1132-1149 Reserved for 1131 Cash on Hand. ODE to automatically summarize this range to 1131

11513~~13~~ **Cash With Fiscal Agent.** Deposits with fiscal agents, such as commercial banks, for the payment of matured bonds and interest.

1152-1169 Reserved for 1151 Cash with Fiscal Agent. ODE to automatically summarize this range to 1151

11714~~14~~ **Change Cash.** Small amounts of cash on hand for making change transactions such as for cafeterias, bookstores, or other areas where cash transaction could occur.

1172-1189 Reserved for 1171 Change Cash. ODE to automatically summarize this range to 1171

11915~~15~~ **Petty Cash.** A sum of money set aside for the purpose of paying small obligations for which the issuance of a formal voucher and check would be too expensive and time-consuming.

1192-1199 Reserved for 1191 Petty Cash. ODE to automatically summarize this range to 1191

Restricted Cash & Short Term Investments. Cash and investments restricted by law, contract, or external requirements for specific purposes (e.g., debt service, capital projects, or grants).

1211 Restricted Cash & Short Term Investments. The portion of cash and cash equivalents classified as current assets which are restricted by legal or contractual requirements.

1300 **Receivables.** Amounts owed to the reporting entity for goods, services, taxes, grants, or other revenues that have been earned but not yet received in cash. Receivables represent current assets expected to be collected within the normal operating cycle or fiscal year and may include amounts due from governments, other funds, or external parties.

Short Term Receivables. Receivables collectible within one year, such as property taxes, accounts, grants, and intergovernmental receivables, net of allowance.

1311 Accounts Receivable. This account records amounts owed to the school district for goods or services provided. This can include tuition fees, facility rentals, and other services rendered by the district. It tracks billings and collections, ensuring that all money owed to the district is accounted for

1312 Property Taxes Receivable – Current. Amounts due from taxpayers for property taxes levied and expected to be collected within the current fiscal year or availability period.

1313 Property Taxes Receivable – Prior. Prior year levy receivable.

1314 Interest Receivable. Interest and dividend income receivable.

1315 Grants Receivable. Amounts due from granting agencies for reimbursable expenditures.

1316 Contributions Receivable. Contributions and pledges receivable.

1317 Securities Lending Collateral Receivable. Securities lending collateral receivable (if noncash collateral)

1318 Notes/Loans/Lease/PPP/SBITA Receivables – Due Within One Year. Loan balances and leases that are collectible within one year, including short-term advances.

1319 Allowance For Uncollectible Accounts - Current. A provision for that portion of taxes and loans receivable, which it is estimated will not be collected within one year from the date of the balance sheet. The account is shown on the balance sheet as a deduction from the Taxes Receivable Account in order to arrive at the net taxes receivable.

Due From. Amounts due from other funds, governments, or component units on a short-term basis.

1331 Due From Component Unit. An asset account used to indicate amounts owed to the primary government by a component unit. Please review the definitions of “Component Unit” and “Primary Government” contained in GASB Statement 14 before utilizing this account code.

1332 Due From Other Governments. Amounts due to the reporting governmental unit from another governmental unit. These amounts may

represent grants-in-aid, shared taxes, taxes collected for the reporting unit by another unit, loans, and charges for services rendered by the reporting unit for another government. It is recommended that subsidiary accounts be maintained for each interagency receivable.

1333 Due From Other Funds. Amounts due between funds within the same reporting entity. These represent internal balances that are eliminated in government-wide financial statements.

1334 Due From Other. Other receivables.

1335 Interfund Loans Receivable. An asset account used to record a loan by one fund to another fund in the same governmental unit.

1400 **Other Current Assets.** Current assets that do not fall within cash, investments, inventories, or receivables. These assets are expected to be consumed, used, or realized within one year and may include items such as prepaid expenses, deposits, or other short-term resources.

Inventories. Supplies, materials, or goods held for consumption or resale.

1411 Inventory. Supplies and materials held for use for district purposes.

Prepaids. Payments made in advance for goods or services to be consumed in future periods.

1421 Prepaid Expenses/Expenditures. Accounts for the expenses paid for benefits not yet received. Prepaid expenses differ from deferred charges in that they are spread over a shorter period of time than deferred charges and are regularly recurring costs of operation. ~~Examples of prepaid expenses are prepaid rent, prepaid interest, unexpired insurance premiums.~~

1423 Prepaid Insurance Premiums. Payments made in advance for insurance coverage, recorded as assets and allocated over the periods they cover.

1424 Prepaid Rent. Payments made in advance for property use, recorded as assets and recognized over the rental period.

Other Current Assets. Current assets not otherwise classified (e.g., deposits or accrued interest receivable).

1431 Other Current Assets. Miscellaneous assets not categorized elsewhere.

1500 **Long-Term Financial Assets.** Financial assets not expected to be converted to cash within one year. These assets typically represent investments, loans, or receivables that extend beyond the current fiscal year and are held for long-term financial purposes rather than operational use.

Long-Term Investments. Investments with maturities beyond one year, including restricted or designated investments.

1511 Investments — Noncurrent. Long-term investments held for income or growth.

1512 Restricted Investments — Noncurrent. Restricted investments noncurrent are long-term investments that are restricted for specific purposes and cannot be liquidated to meet current obligations. These restrictions are typically imposed by external parties, such as creditors or grantors

1513 Premium/Discount on Long-Term Investments. Represents the unamortized premium or discount associated with the purchase of long-term investments such as bonds or other securities. Premiums occur when an investment is purchased for more than its face (par) value, typically because the stated interest rate exceeds current market rates. Discounts occur when the purchase price is below face value, generally because the stated rate is lower than market rates. The premium or discount is amortized over the remaining life of the investment to adjust interest income to yield a constant effective rate of return.

Long-Term Receivables. Notes, loans, or lease receivables collectible beyond one year, net of allowance.

1521 Notes Receivable. Amounts owed to the entity on promissory notes not collectible within one year.

1522 Notes Receivable from Component Units. Long-term receivables from discretely presented component units.

1523 Loans Receivable. Long-term loans made by the entity not due within one year.

1524 Lease Receivable. Long-term portion of receivables due under GASB 87 lease agreements.

1525 Allowance for Uncollectible Receivables – Noncurrent. Contra account reducing noncurrent receivables to net realizable value.

1526 Other Receivables – Noncurrent. Other long-term receivables not classified elsewhere.

Other Long-Term Assets. Other noncurrent assets not otherwise classified, such as deposits, advances, or derivative instruments with positive fair value.

1531 Other Long-Term Assets. Noncurrent assets not otherwise classified.

1600 **Capital Assets.** Tangible or intangible assets used in operations that have a useful life extending beyond one fiscal year and are not intended for resale. Capital assets include land, buildings, improvements, infrastructure, equipment, right-to-use assets, and other long-lived resources recorded in accordance with applicable capitalization policies.

Depreciable Capital Assets. Capital assets subject to depreciation, such as buildings, improvements, equipment, vehicles, and infrastructure.

1611 Buildings. A capital asset account, which reflects the acquisition value of permanent structures used to house persons and property owned by the LEA. If buildings are purchased or constructed, this account includes the purchase or contract price of all permanent buildings and the fixtures attached to and forming a permanent part of such buildings. If buildings are acquired by gift, the account reflects their appraised value at time of acquisition.

1612 Leased Buildings. Leased building assets under GASB 87. Includes leased office, warehouse, and service facility space. Reported separately from owned buildings for GASB 104 disclosure purposes.

1613 Building Held for Sale. Building assets designated for sale and expected to be sold within one year under GASB 104. Reported separately from other building assets.

1614~~2~~ Building Improvements. A capital asset account, which reflects the value of all building improvements

1615~~3~~ Machinery a~~A~~nd Equipment. Tangible property of more or less permanent nature, other than land, buildings, or improvements thereto, which is useful in carrying on operations. Examples are machinery, tools, trucks, cars, buses, furniture, and furnishings.

1616 Leased Machinery and Equipment. Leased equipment assets recognized under GASB 87 and reported separately from owned equipment for GASB 104 disclosure purposes.

1617 Machinery and Equipment Held for Sale. Machinery and equipment assets classified as held for sale under GASB 104 and expected to be sold within one year.

1618 Leased Vehicles. Leased vehicle assets recognized under GASB 87 and reported separately from owned vehicles for GASB 104 disclosure purposes.

~~1614~~1621 **Works of Art & Historical Treasures.** Works of art and historical treasures subject to capital depreciation, if not depreciated under GASB 34 criteria.

~~1615~~1622 **Infrastructure.** Capital assets that are long-lived and stationary in nature and that are preserved for a significantly longer time than most other capital assets. Examples include roads, bridges, water and sewer systems, drainage systems, and similar improvements other than buildings. Infrastructure assets are capitalized and depreciated over their useful lives unless they meet the modified approach criteria under GASB 34.

~~**1616 Leased Assets – Right-To-Use.** Assets acquired through lease agreements, where the school district has the right to use the asset for a specified period.~~

~~1617~~1623 **SBITAs – Right-To-Use.** Refers to the current portion of subscription liabilities under GASB Statement No. 96. These are amounts due within one year for contracts that convey control of the right to use another party's IT software or combined IT assets for a period of time in an exchange or exchange-like transaction

~~1618~~1624 **PPP Assets.** Right-to-use assets recognized under Public Private Partnership (PPP) agreements.

Non-Depreciable Capital Assets. Capital assets not subject to depreciation, including land, construction in progress, and indefinite-life intangibles.

165121~~21~~ **Land.** A capital asset account that reflects the acquisition value of land owned by an LEA. If land is purchased, this account includes the purchase

price and costs such as legal fees, filing and excavation costs, and other associated improvement costs, which are incurred to put the land in condition for its intended use. If land is acquired by gift, the account reflects its appraised value at time of acquisition. Land and land improvements are considered inexhaustible assets, as such they are not to be depreciated.

1652 Leased Land. Land owned by another party during the lease term, accounted for under GASB 87 and separately disclosed under GASB 104

1653 Land Held for Sale. Land assets designated for sale and expected to be sold within one year, in accordance with GASB 104. Reported separately from other land assets.

~~1622~~1654 **Land Improvements (Non-Depreciable).** Includes costs incurred to prepare land for its intended use that do not require depreciation, such as grading, filling, drainage, and other permanent improvements that do not deteriorate with use or passage of time. These improvements are considered inexhaustible and are not depreciated.

~~1623~~1655 **Construction in Progress.** Represents the cost of construction work that has not yet been completed. Includes labor, materials, overhead, and professional services used in the construction of buildings, infrastructure, or other capital assets. Upon completion, the balance is reclassified to the appropriate capital asset account.

~~1624~~1656 **Intangibles – Indefinite life.** Assets that are non-physical that generate economic benefits for an unlimited period, like permanent easements.

1700 **Capital Asset Contra.** Assets that are not expected to be liquidated or consumed within one year. Includes long-term investments, restricted assets, advances to other funds, and other holdings intended to benefit future periods.

Accumulated Depreciation. Contra-asset account recording cumulative depreciation on depreciable capital assets.

1711 Accumulated Depreciation on Buildings. Accounts for the accumulated amounts of depreciation of buildings.

1712 Accumulated Depreciation on Building Improvements. Accounts for the accumulated amounts of depreciation of building improvements.

1713 Accumulated Depreciation on Machinery And Equipment. Accounts for the accumulated amounts of depreciation of machines and equipment.

1714 Accumulated Depreciation on Infrastructure. Contra-asset account used to record cumulative depreciation on infrastructure assets, including roads, bridges, utility systems, sidewalks, drainage facilities, and other public infrastructure.~~This account records the total amount of amortization expense that has been allocated to furniture over its useful life. Amortization is the process of gradually writing off the initial cost of the furniture as an expense over a period of time, reflecting its usage and wear~~

Accumulated Amortization. Contra-asset account recording cumulative amortization of intangible assets, leases, and subscription-based IT arrangements (SBITAs).

1721 Accumulated Amortization – Finite Life. Accounts for the total amount of amortization recognized to date for intangible assets with finite useful lives, such as software, licenses, patents, or copyrights. This account reduces the carrying value of the related intangible assets over their estimated useful lives, reflecting the systematic allocation of cost in accordance with GASB Statement No. 51.

1722 Accumulated Amortization – Leased Assets. Accumulated amortization for leased assets, representing the total amortization expense charged to-date.

1723 Accumulated Amortization – SBITAs. Accumulated Amortization – Subscription-Based Information Technology Arrangements (SBITAs)

1724 Accumulated Amortization – PPP Assets. Accumulated amortization for Public-Private Partnership assets, representing the total amortization expense charged to-date.

2000 DEFERRED OUTFLOWS

Amounts arising from timing differences between recognition of inflows/outflows of resources and when related assets/liabilities are recognized. Deferred Outflows represent consumption of net position applicable to future periods (e.g., pension contributions, refunding charges). Deferred Inflows represent acquisition of net position applicable to future periods (e.g., unavailable property taxes, pension gains, grants received in advance).

2100 **Deferred Outflows.** Deferred outflows and inflows of resources as defined by GASB. Outflows represent future consumption of net position, while inflows represent future

acquisition of net position, applicable to subsequent reporting periods (e.g., pension/OPEB deferrals, debt refunding adjustments).

Deferred Outflows – Pensions. Pension-related deferred outflows (experience, assumption changes, contributions after the measurement date).

2110 Deferred Outflows – Unamortized Discounts on Debt. Represents the portion of debt issuance discounts that will be recognized as an expense over the life of the debt. This deferred outflow reflects the difference between the proceeds received and the face value of the debt, amortized systematically over time in accordance with GASB standards.

2111 Deferred Outflows – Pensions, Changes in Assumptions. Deferrals for actuarial assumption changes that increase pension obligations.

2112 Deferred Outflows – Pensions, Contributions After Measurement Date. Employer contributions made after the measurement date, recognized in the next reporting period.

2113 Deferred Outflows – Pensions, Differences Between Expected & Actual Experience. Deferrals for actuarial experience losses that increase pension obligations.

Deferred Outflows – OPEB. OPEB-related deferred outflows (experience, assumption changes, contributions after the measurement date).

2121 Deferred Outflows – OPEB, Changes in Assumptions. Deferrals for actuarial assumption changes that increase OPEB obligations.

2122 Deferred Outflows – OPEB, Contributions After Measurement Date. Employer OPEB contributions made after the measurement date.

2123 Deferred Outflows – OPEB, Differences Between Expected & Actual Experience. Deferrals for actuarial experience losses that increase OPEB obligations.

Deferred Outflows – Other. Other deferred outflows, including refunding losses, lease/PPP/SBITA outflows, and hedging derivatives.

2131 Deferred Outflows – Loss on Debt Refunding. Losses from debt refundings deferred and amortized over the shorter of the old or new debt.

2132 Deferred Outflows – Regulatory Debits (if applicable). Deferrals for regulated operations under GASB 65.

2133 Deferred Outflows – Leases/SBITAs. Lease/SBITA/PPP implementation adjustments (GASB 87, 96).

3000 LIABILITIES

Present obligations of the school district to transfer resources or provide services to others in the future as a result of past transactions or events. Current liabilities are due within one year (e.g., accounts payable, accrued expenses, unearned revenue). Noncurrent liabilities are not due within one year (e.g., bonds payable, long-term leases, compensated absences).

3100 **Short-Term Liabilities.** Obligations expected to be settled within one year or the operating cycle, whichever is longer. Includes accounts payable, accrued payroll and benefits, interest payable, interfund payables, and unearned revenues due in the short term.

3111 Accounts Payable. Accounts Payable represents amounts owed to vendors or other external parties for goods and services that have been received but not yet paid as of the reporting date.

3112 Accrued Interest Payable. Interest payable recognized in governmental funds.

3113 Arbitrage Rebate Payable. IRS arbitrage rebate obligations

3114 Interfund Accounts Payable. A liability account used to indicate amounts owned by a particular fund to another fund in the same district for goods and services rendered.

~~**3115 Payroll Liabilities.** Obligations arising from payroll processing that are payable to third parties or employees. These include amounts withheld from employee compensation (e.g., taxes, retirement contributions, insurance premiums, garnishments) as well as employer payroll taxes and other payroll-related obligations pending remittance.~~

~~**3116 Accrued Payroll.** Salaries and wages owed at year-end.~~

~~**3117 Accrued Benefits.** Employee benefit obligations earned but not yet processed through payroll or paid as of the reporting date. These typically include accrued retirement contributions, health insurance, compensated~~

absences, and other employer benefit costs recorded through period-end accrual entries.

3118 Lease, Public Private Partnership (PPP) Liabilities, & SBITA Obligations – Payable Within One Year. Short-term portion of lease and SBITA liabilities.

3119 Long-Term Liabilities – Payable Within One Year. Current portion of self-insurance claims and settlements.

3121-3129 Payroll Liabilities. Obligations arising from payroll processing that are payable to third parties or employees. These include amounts withheld from employee compensation (e.g., taxes, garnishments) as well as employer payroll taxes and other payroll-related obligations pending remittance. (Note: ODE will automatically summarize this range to 3121)

3131-3139~~16~~ Accrued Payroll. Salaries and wages owed at year end. (Note: ODE will automatically summarize this range to 3131).

3141~~17~~-3149 Accrued Benefits. Employee benefit obligations earned but not yet processed through payroll or paid as of the reporting date. These typically include accrued retirement contributions, health insurance, compensated absences, and other employer benefit costs recorded through period-end accrual entries. ~~Employee benefit obligations earned but not yet processed through payroll or paid as of the reporting date. These typically include accrued retirement contributions, health insurance, compensated~~ (Note: ODE will automatically summarize this range to 3141).

3200 **Due To.** Liabilities representing amounts owed to other funds, governments, agencies, vendors, or organizations.~~Obligations due within one year, including accounts payable, accrued salaries and benefits, and current maturities of long-term debt.~~

3211 Due To Component Unit. A liability account used to indicate amounts owed to a component unit by the primary government. Please review the definitions of "Component Unit" and "Primary Government" contained in GASB Statement 14 before utilizing this account code.

3212 Due To Other Funds. Short-term amounts owed to other funds.

3213 Due To Other Governments. Short-term amounts owed to state/federal/local governments.

3214 Due To Other. Other payables.

3300 **Unearned Revenue.** Amounts owed to other funds, governments, or component units on a short-term basis.

3311 Unearned Revenue – Tuition/Fees. Tuition/fees received in advance of service.

3312 Unearned Revenue – Grants. Grant revenues received before eligibility met.

3313 Unearned Revenue – Property Taxes. Liability for property taxes assessed, billed, or collected in advance of the period for which the taxes are intended.~~Accounts Payable represents amounts owed to vendors or other external parties for goods and services that have been received but not yet paid as of the reporting date.~~

3400 **Other Current Liabilities.** Cash received before eligibility requirements are met; includes customer advances, deposits, and retainage.

3411 Bond Anticipation Notes (Bans). The face value of short-term obligations resulting from notes issued by the LEA in anticipation of a later bond issue.

3412 Other Current Liabilities. Misc. current liabilities not otherwise classified.

3500 **Long-Term Debt.** Formal borrowing arrangements with repayment terms extending beyond one year. Long-term debt includes bonds, loans, lease liabilities, and other financing obligations incurred to finance capital assets, infrastructure, or other long-term governmental activities

3511 Bonds Payable. Outstanding principal on long-term bonds payable.

3512 Loans Payable. Outstanding principal on long-term notes payable.

3513 Unclaimed Property Remittances. Fiduciary liability for remittance of unclaimed property.

3514 Deposits. Represents cash or property received by the LEA as a security or performance deposit to guarantee compliance with contracts or other agreements. Amounts are refundable when obligations are fulfilled

3515 Retainage. Represents the portion of payments to contractors that is withheld until satisfactory completion of a construction project or other contractual obligation. Released upon final acceptance of work

3600 **Long-Term Obligations.** Long-term liabilities that arise from legal, contractual, or actuarial commitments rather than direct borrowing. These obligations include items such as net pension liabilities, net OPEB liabilities, compensated absences, or other long-term commitments payable in future periods.

3611 Compensated Absences. A liability account for the current portion of accumulated compensated absences calculated for vacation leave, sick leave, and sabbatical leave as defined in GASB Statement 16.

3612 Net Pension. Represents the LEA's proportionate share of the collective net pension liability, measured as the total pension liability less the plan's fiduciary net position, in accordance with GASB Statement No. 68

3613 OPEB Liabilities. Represents the net Other Post-Employment Benefits (OPEB) liability, measured as the total OPEB liability less the plan's fiduciary net position, consistent with GASB Statements No. 74 and 75. Reflects health care or other benefits provided to retirees.

3614 Insurance Claims Payable. Represents the estimated liability for claims incurred but not yet reported or settled under self-insurance or risk management programs. Includes expected losses, claim adjustment costs, and related obligations.

3615 Judgments Payable. Represents amounts owed as the result of court decisions, legal settlements, or arbitration awards. The liability is recorded when a judgment or settlement becomes probable and can be reasonably estimated.

3700 **Other Noncurrent Liabilities.** Liabilities due beyond one year that do not fall within long-term debt or long-term obligation categories. These may include deferred settlements, extended payment agreements, or other noncurrent obligations recognized in accordance with applicable accounting standards.

3711 Lease Liabilities. Represents the present value of future lease payments owed by the LEA under lease agreements for right-to-use assets, as required by GASB Statement No. 87. The liability is reduced as payments are made over the lease term.

3712 SBITA Liabilities. Represents subscription-based information technology arrangement (SBITA) liabilities recognized under GASB Statement No. 96. Reflects the present value of future subscription payments owed for the right to use another party's IT software or combined IT assets.

3713 PPP Liabilities. Represents liabilities arising from Public-Private Partnership (PPP) agreements as defined under GASB Statement No. 94. These obligations relate to the right-to-use infrastructure or other non-financial assets provided by a private partner in exchange for payments or other consideration.

3714 Other Long Term Liabilities. Represents long-term obligations not specifically classified elsewhere, including compensated absences, long-term notes payable, or other miscellaneous non-current liabilities.

4000 DEFERRED INFLOWS

Amounts arising from timing differences between recognition of inflows/outflows of resources and when related assets/liabilities are recognized. Deferred Outflows represent consumption of net position applicable to future periods (e.g., pension contributions, refunding charges). Deferred Inflows represent acquisition of net position applicable to future periods (e.g., unavailable property taxes, pension gains, grants received in advance).

4100 **Deferred Inflows.** Deferred outflows and inflows of resources as defined by GASB. Outflows represent future consumption of net position, while inflows represent future acquisition of net position, applicable to subsequent reporting periods (e.g., pension/OPEB deferrals, debt refunding adjustments).

Deferred Inflows – Pensions. Pension-related deferred inflows (experience, assumption changes).

4111 Deferred Inflows – Pensions, Changes in Assumptions. Deferrals for actuarial assumption changes that reduce pension obligations.

4112 Deferred Inflows – Pensions, Differences Between Expected & Actual Experience. Deferrals for actuarial experience gains that reduce pension obligations.

Deferred Inflows – OPEB. OPEB-related deferred inflows (experience, assumption changes).

4121 Deferred Inflows – OPEB, Changes in Assumptions. Deferrals for actuarial assumption changes that reduce OPEB obligations.

4122 Deferred Inflows – OPEB, Differences Between Expected & Actual Experience. Deferrals for actuarial experience gains that reduce OPEB obligations.

Deferred Inflows – Other. Other deferred inflows, including refunding gains, lease/PPP/SBITA inflows, and hedging derivatives.

4131 Deferred Inflows – Gain on Debt Refunding. Gains from debt refunds deferred and amortized over the shorter of the old or new debt.

4132 Deferred Inflows – Loan Origination Fees. Fees received from loan originations recognized over the life of the loan.

4133 Deferred Inflows – Regulatory Credits (if applicable). Deferrals for regulated operations under GASB 65.

4134 Deferred Inflows – Unavailable Property Taxes. Property tax revenues not available within the fund availability period.

4135 Deferred Inflows – Unavailable Grants/Other Revenues. Grant or other revenues not available under modified accrual.

4136 Deferred Inflows – Leases/SBITAs. Lease/SBITA-related deferred inflows (GASB 87, 96).

4137 Deferred Inflows – Unamortized Premiums on Debt. Amounts representing bond issuance premiums or discounts that are amortized over the life of the related debt in accordance with GASB 65. These are reported as deferred inflows (or outflows, if discounts) until recognized in interest expense.

5000 FUND BALANCE/NET POSITION

Residual interest in the district's assets after liabilities and deferred inflows are deducted. In governmental funds this is Fund Balance, classified as Nonspendable, Restricted, Committed, Assigned, or Unassigned. In government-wide and proprietary statements this is Net Position, categorized as Net Investment in Capital Assets, Restricted, or Unrestricted.

5100 **Fund Balance.** The difference between assets plus deferred outflows and liabilities plus deferred inflows.

Nonspendable Fund Balance. Fund balance not in spendable form, such as inventories, prepaids, or long-term receivables, or legally required to remain intact.

5111 Nonspendable Fund Balance – Inventory. Funds that cannot be spent because they are tied up in inventory.

5112 Nonspendable Fund Balance – Prepaids. Funds that cannot be spent because they are tied up in prepaid items.

5113 Nonspendable Fund Balance – Long term Receivable. Funds that cannot be spent because they are tied up in long-term receivable.

5114 Nonspendable Fund Balance – Advance To Other Fund. Funds that cannot be spent because they are tied up in advances to other funds.

5115 Nonspendable Fund Balance – Permanent Fund Principal. Funds that cannot be spent because they are legally or contractually required to be maintained intact, such as the principal of a permanent fund.

5116 Nonspendable Fund Balance – Revolving Accounts. Funds that cannot be spent because they are tied up in revolving accounts.

Restricted Fund Balance. Fund balance constrained by external parties, constitutional provisions, or enabling legislation.

5121 Restricted Fund Balance – Debt Service. Funds that are restricted for specific purposes by debt covenants.

5122 Restricted Fund Balance – Capital Projects. Funds that are restricted for specific purposes by federal regulations or grant requirements.

5123 Restricted Fund Balance – Special Revenue. Funds that are restricted for specific purposes by the Oregon Constitution.

Committed Fund Balance. Fund balance constrained by formal action of the governing body's highest level of authority.

5131 Committed Fund Balance – Board-Designated Capital. Amounts formally committed by board resolution for capital purposes.

5132 Committed Fund Balance – Board-Designated Stabilization. Formal commitment for rainy day/stabilization funds.

5133 Assigned Fund Balance – Capital. Amounts assigned by management for capital purposes.

Assigned Fund Balance. Fund balance intended for a specific purpose as expressed by governing body policy or delegated authority.

5141 Assigned Fund Balance – Operations. Management-assigned balances for specific programs or operating costs.

Unassigned Fund Balance. Residual classification for the General Fund; represents resources available for any purpose, or deficits in other governmental funds.

5151 Unassigned Fund Balance – General Fund Available. Residual balance available for any lawful purpose in the General Fund.

5152 Unassigned Fund Balance – Negative Fund Balances. Used to report deficits in other governmental funds.

Unappropriated Ending Fund Balance. Budgeting purposes only. An estimate of funds needed to maintain operations of the school district from July 1 of the ensuing fiscal year and the time when sufficient new revenues become available to meet cash flow needs of the fund. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted.

5161 Contingency/Reserve and Unappropriated EFB

5200 **Net Position.** The residual interest in assets after liabilities are deducted. For governmental funds, this is classified as nonspendable, restricted, committed, assigned, or unassigned fund balance. For government-wide and proprietary statements, presented as net position: net investment in capital assets, restricted, and unrestricted.

Net Investment in Capital Assets. Net position invested in capital assets, net of accumulated depreciation/amortization and related outstanding debt.

5211 Net Investment in Capital Assets. Capital assets net of accumulated depreciation, reduced by outstanding debt related to those assets.

Restricted Net Position. Net position restricted by external parties, constitutional provisions, or enabling legislation for specific purposes.

5221 Restricted Net Position – Debt Service. Net position restricted by law or covenant for repayment of debt.

5222 Restricted Net Position – Capital Projects. Net position restricted for capital construction or acquisition.

5223 Restricted Net Position – Grants & Programs. Balances restricted by external grantors or enabling legislation for specific programs.

5224 Restricted Net Position – Other. Other externally restricted balances not captured above.

Unrestricted Net Position. Residual net position not restricted or invested in capital assets; available for general use.

5231 Unrestricted Net Position. Residual net position available for general operations and not otherwise restricted.

5232 Prior period – error correction. Adjustments to correct an error from a prior fiscal year.

5233 Prior period – accounting principle change. Adjustments for a change in accounting principle applied retroactively.

5234 Cumulative Effect of Change in Accounting Principles. Cumulative effect recognized for changes in accounting principles.

5235 Cumulative Effect of Change in Reporting Entity. Cumulative effect recognized for changes in the reporting entity.

6000 REVENUES / RESOURCES / ADDITIONS

Inflows of resources that increase fund balance/net position, other than from debt issuance or interfund transfers. Examples: property taxes, state school fund revenues, federal/state grants, tuition and fees, rentals, charges for services, investment income.

6100 **Taxes.** Ad valorem, local option, excise, construction, and other tax revenues including penalties and interest.

Ad Valorem Taxes. Ad valorem taxes levied.

6111 Ad Valorem Taxes – Current Year. Collections of current-year ad valorem (property) tax levies.

6112 Ad Valorem Taxes – Prior Year. Collections of delinquent ad valorem tax levies from prior years.

6113 Ad Valorem Taxes – Penalties and Interest~~Other~~. Amounts collected as penalties for the payment of taxes after the due date, and the interest charged on delinquent taxes from the due date to the date of actual payment. These resources are considered Local Revenue for the purposes of the State School Fund Formula.~~Other ad valorem tax collections not classified above (e.g., penalties assigned to ad valorem).~~

Local Option Taxes. Additional voter-approved property taxes beyond the standard levy.

6121 Local Option – Current Year. Collections of current-year voter-approved local option levy assessments.

6122 Local Option – Prior Year. Collections of delinquent local option levy assessments from prior years.

6123 Local Option – Penalties and Interest. Penalties and Interest on Local Option Taxes. Amounts collected as penalties for the payment of local option taxes after the due date, and the interest charged on delinquent local option taxes from the due date to the date of actual payment.

Excise / Construction Taxes. Taxes on construction or excise-based levies dedicated to education.

6131 Construction Excise Tax. Receipts from local construction excise taxes assessed on new development.

~~**Penalties, Interest, and**~~ **Other Taxes.** Revenues from late payment penalties and interest on delinquent taxes.

6141 Other Tax Penalties & Interest. Interest and penalties ~~earned on delinquent property and other taxes.~~not covered by 6113 or 6123 above

6142 Other Tax Revenues. Tax revenues not otherwise classified in the 6100 series.

6143 Natural Gas, Oil, and Mineral Receipts. State-managed natural resource receipts apportioned to districts.

6200 **Tuition & Fees.** Payments from students, families, or other individuals for instructional services, transportation, or other district-provided services.

Tuition. Payments from students or families for instruction.

6211 Tuition – Individuals (In-District). Payments from district residents for instructional services.

6212 Tuition – Community Services. Tuition for adult education, preschool, and other community classes.

Transportation Fees. Fees collected for transporting students.

6221 Transportation – Individuals. Fees charged to families for student transportation services.

Student Activity Fees. Revenues from extracurricular and activity participation.

6231 Class Registration Fee. Options collected to support course materials, uniforms, or testing costs.

6232 Athletic Participation Fee. Represents fees charged to students to participate in athletic programs, including costs related to uniforms, equipment, transportation, or other expenses necessary for participation. These are typically nonrefundable unless participation is canceled.

6233 Athletic Gate / Ticket Sales. Revenues from ticket sales, admissions, or gate receipts collected at district-sponsored events, including athletic contests, performances, tournaments, or other approved activities.

6234 Fundraising Revenues. Revenues generated from fundraising activities conducted by the district, school, or student groups under district control. Examples include product sales, auctions, and other fundraising events where the proceeds support school or student activities. Do not include donations, which should be reported under contributions and donations revenue.

6235 Bookstore. Revenues from the sale of books, instructional materials, apparel, supplies, or other items through a school-operated bookstore or student store. Report gross sales prior to deducting costs of goods sold or related expenses.

6236 Other Student Activity Revenues. Other revenues from student activities not classified above.

Fines & Forfeitures. Revenues from fines, penalties, or forfeitures imposed.

6241 Fines & Forfeitures. Revenues from fines and forfeitures (e.g., library, parking).

Fees Collected for Others. Fees collected and held for third parties (e.g., testing, facility use when remitted to outside orgs).

6251 Fees Collected for Others (Custodial). Amounts collected and remitted to outside organizations; these are fiduciary in nature.

6300 **Services Provided & Sales.** Revenues from sales of goods or services (e.g., food sales, community service fees, rentals, transportation fees).

Community Services Sales. Revenues from services provided to the community (child care, rentals).

6311 Childcare / Preschool Fees. ~~Tuition and f~~Fees for preschool, daycare, and after-school care.

6312 Community Education Fees. Fees for adult ~~education,~~ enrichment classes, and driver's education.

Food Sales. Proceeds from meal and food programs.

6321 Reimbursable Food Sales – Student Meals. Sales of student breakfasts, lunches, and à la carte items reimbursable under federal or state meal programs

6324 Non Reimbursable Food Sales – Student Meals. Sales of student breakfasts, lunches, and à la carte items not claimed for federal or state reimbursement.

6325 Non Reimbursable Food Sales – Adult Meals. Meals sold to staff, visitors, and other adults not claimed for federal or state reimbursement.

6326 Non Reimbursable Food Sales – Other. Food sales for catering, vending, or special events not claimed for federal or state reimbursement.

Rentals & Leases. Revenues from facility or equipment rentals and leases.

6331 Rentals – Facilities. Income from renting district buildings or facilities.

6332 Rentals – Equipment. Income from renting district equipment.

6333 Rentals – Textbooks. Income from textbook rentals.

6334 Rentals – Transportation. Revenue received from leasing or renting district-owned transportation assets to third parties, including other districts, organizations, or external entities.

6335 Mortgage Receipts. Receipts from mortgages held by the district (if applicable).

Fee Revenue from Districts. Fee for service and other cost recovery programs from Districts

6341 Fee Revenue from Districts. Fee for service and other cost recovery programs from Districts

Fee Revenue from Charter Schools. Fee for service and other cost recovery programs from Charter Schools

6351 Charges for Services to Charter Schools. Revenue earned under contractual agreements where the district provides specific services to a charter school (e.g., payroll processing, HR, business services, instructional support).

Other Sales. Other sales not classified above.

6361 Driver Education Fees. Represents fees collected from students to participate in driver education programs operated or sponsored by the district. These revenues include amounts charged for classroom instruction, behind-the-wheel training, and related materials. Do not include state reimbursements or grants, which should be recorded under intergovernmental revenues.

6362 Other Sales. Other sales not classified above.

6400 **Contributions & Donations.** Voluntary donations and gifts from private sources, fundraising proceeds, and similar contributions.

Contributed Capital. Non-exchange contributions dedicated to capital purposes (e.g., donated buildings/equipment, developer-built improvements). Recognize the asset and related revenue/contribution per GAAP; not fees for services.

6411 Contributed Capital. Non-exchange contributions of capital assets or resources for capital purposes.

Gifts / Donations. Voluntary donations from individuals or organizations.

6421 Donations from private sources. Voluntary contributions from individuals or organizations (non-capital).

Fundraising Revenue. Revenues from organized fundraising activities.

6431 Fundraising – other. Revenues from district/school-organized fundraising activities.

6500 **Investments & Miscellaneous.** Investment earnings, indirect cost recovery, rental income, fines, and miscellaneous revenues not classified elsewhere.

Interest Earnings. Revenues from interest earned on investments.

6511 Interest on investments. Interest earnings on bank deposits and investments.

6512 Accrued Interest. Accrued interest received or paid at the time of debt issuance as applicable.

Investment Gains / Losses. Realized gains or losses on investments.

6521 Investment gains (realized). Realized gains from the sale or redemption of investments.

6522 Investment losses (realized). Realized losses from the sale or redemption of investments (negative revenue).

Indirect Cost Recovery. Reimbursements for allowable indirect costs charged to grants.

6531 Grant Indirect Revenue. Recoveries of allowable indirect costs from grants and similar awards.

Miscellaneous Revenues. Revenues not classified elsewhere.

6541 Recovery of Prior Year Expenditure. Revenue recorded for the refund or recovery of an expenditure made in a prior fiscal year (i.e., a different budgetary period).

6542 Special Item Inflow (GovWide). Inflows within management's control that are unusual in nature OR infrequent in occurrence (GASB).

6543 Other Miscellaneous Revenues. Miscellaneous revenues not otherwise classified.

6544 Services provided to Other Funds (Internal Service). Internal Service Fund use only. Services provided other funds, such as printing or data processing.

6545 Insurance recoveries – capital. Insurance recoveries related to capital assets.

6546 Insurance recoveries – other. Insurance recoveries not related to capital assets.

6600 **Intergovernmental Revenues - Local.** Inflows from other local governments ~~(federal, state, county, cities, ESDs, other LEAs)~~ received as grants, entitlements, shared revenues, or on-behalf payments. Recognize when eligibility/time requirements are met (and "available" for governmental funds). Classify as unrestricted vs. restricted and operating vs. capital by purpose. Exclude interfund transfers, true exchange charges for services, and purely custodial pass-throughs with no administrative involvement.

Intergovernmental Revenues – District/Charter. Payments from districts or charter schools for instruction provided by the district/ESD.

6611 Tuition – Other Districts (in-state). Payments from Oregon districts for services provided by the district/ESD.

6612 Tuition – Other Districts (out-of-state). Payments from non-Oregon districts schools for services provided.

6613 Transportation – Districts (in-state). Revenue from Oregon LEAs for transportation services provided.

6614 Transportation – districts (out-of-state). Revenue from non-Oregon LEAs for transportation services provided.

6615 Staff Training & Professional Development Fees. Revenues from workshops, seminars, and in-service training the district provides.

6616 Special Programs / Student Instruction Fees. Revenues from direct instructional programs (e.g., STEM, CTE, alternative programs).

6617 Network, Technology & Data Services Fees. Fees for SIS hosting, data systems, device services, help desk, and technology repairs.

6618 Intergovernmental Revenue from Charter Schools. Statutory distributions remitted by the sponsoring district to a charter school representing the charter's share of State School Fund or other formula-based funding.

Intergovernmental Revenues – Local Other. Other local governmental revenues.

6622 Enterprise Zone School Support. Includes locally sourced payments that function as substitutes for property taxes but do not meet the definition of standard payments in lieu of taxes. These amounts are typically incidental, non-recurring, or arise from unique agreements, settlements, or adjustments with local entities.

6623 Other Revenue in Lieu of Taxes – Local. Includes locally sourced payments that function as substitutes for property taxes but do not meet the definition of standard payments in lieu of taxes. These amounts are typically incidental, non-recurring, or arise from unique agreements, settlements, or adjustments with local entities.

~~**6624 County School Funds.** Revenue distributed from county school funds.~~

~~**6625 City & County Income Taxes.** City and county income tax revenue.~~6700 **Intergovernmental Revenues - Intermediate.** Inflows from other intermediate governments received as grants, entitlements, shared revenues, or on-behalf payments. Recognize when eligibility/time requirements are met (and "available" for governmental funds). Classify as unrestricted vs. restricted and operating vs. capital by purpose. Exclude interfund transfers, true exchange charges for services, and purely custodial pass-throughs with no administrative involvement.

Intergovernmental Revenues – Intermediate Restricted. Revenue from intermediate sources restricted for specific use.

~~6631~~6711 **Operating Grants – Intermediate.** Grants for the purpose of funding operating costs (not capital) from intermediate sources.

~~6632~~6712 **Capital Grants – Intermediate.** Grants for the purpose of funding capital from intermediate sources.

6713~~624~~ **County School Funds.** Restricted revenue distributed from county school funds.

Intergovernmental Revenues – Intermediate Unrestricted. Revenue from intermediate sources not restricted for specific use.

~~6641~~6721 **General Education Service District Funds.** Revenues from ESD distributions for general education services.

~~6642~~6722 **Excess ESD Local Revenue.** Excess ESD local revenues distributed to districts pursuant to law.

~~6643~~6723 **Other Revenue in Lieu of Taxes – Intermediate.** Includes payments from intermediate governmental entities that serve as substitutes for property taxes but fall outside regular or statutorily defined payment in lieu of taxes ~~PILOT~~ programs. These payments are often situational, adjustment-based, or not part of an ongoing payment structure.

~~6644~~6724 **Revenue for/on Behalf of the District – Intermediate.** Revenue for or on behalf of the district from intermediate sources.

6725~~624~~ **County School Funds.** Unrestricted revenue distributed from county school funds.

6726~~625~~ **City & County Income Taxes.** City and county income tax revenue.

6800 **Intergovernmental Revenues - State.** Inflows from other state funds received as grants, entitlements, shared revenues, or on-behalf payments. Recognize when eligibility/time requirements are met (and "available" for governmental funds). Classify as unrestricted vs. restricted and operating vs. capital by purpose. Exclude interfund transfers, true exchange charges for services, and purely custodial pass-throughs with no administrative involvement.

Intergovernmental Revenues – State Restricted. Revenue from state sources restricted for specific use.

~~6651~~6811 **Operating Grants – State.** State grant revenues received for the purpose of funding operating costs (not capital expenditures). Examples may include state-funded instructional support grants, student investment allocations, early literacy initiatives, mental health support grants, or other state programs intended to support ongoing operational activities.

~~6652~~6812 **Capital Grants – State.** Grants for the purpose of funding capital from state sources.

~~6653~~6813 **State School Fund – Transportation Depreciation Set-Aside.** Revenue received from the State School Fund specifically designated for transportation depreciation. These funds represent the portion of the State School Fund earmarked to offset the cost of pupil transportation equipment through a depreciation allowance.

Intergovernmental Revenues – State Unrestricted. Revenue from state sources not restricted for specific use.

~~6661~~6821 **Revenue for/on Behalf of the District – State.** Payments made by the state on behalf of the district (noncash or in-kind).

~~6662~~6822 **State School Fund – General Support.** Unrestricted State School Fund revenue for general operations.

~~6663~~6823 **State School Fund – School Lunch Match.** State match for the National School Lunch Program.

~~6664~~6824 **State School Fund – Accrual.** Accrual adjustments related to State School Fund entitlements.

~~6665~~6825 **Common School Fund.** Distributions from the Common School Fund.

~~6666~~6826 **State Managed County Timber.** Timber receipts managed by the state and apportioned to districts.

~~6667~~6827 **Other Revenue in Lieu of Taxes - State.** Includes state-sourced payments related to foregone property taxes that are not part of a formal or recurring state ~~PILOT~~ payment in lieu of taxes program. These may include one-time reimbursements, corrections, settlements, or ancillary payments authorized outside the normal property tax replacement framework.

6900 **Intergovernmental Revenues – Federal.** Inflows from other federal funds received as grants, entitlements, shared revenues, or on-behalf payments. Recognize when eligibility/time requirements are met (and "available" for governmental funds). Classify as unrestricted vs. restricted and operating vs. capital by purpose. Exclude interfund transfers, true exchange charges for services, and purely custodial pass-throughs with no administrative involvement.

Intergovernmental Revenues – Federal Restricted. Revenue from federal sources restricted for specific use.

691671 Operating Grants – Federal. Grants for the purpose of funding operating costs (not capital) from federal sources.

691672 Capital Grants – Federal. Grants for the purpose of funding capital from federal sources.

691673 Medicaid Administrative Claiming (MAC) Reimbursement. Medicaid Administrative Claiming (MAC) Reimbursement.

691674 Medicaid Reimbursement for Eligible Early Intervention. Revenues received from Medicaid reimbursements for eligible Early Intervention (EI) services provided to children from birth through age three. These funds are restricted and must be used to support the provision of early intervention and related services consistent with IDEA and Medicaid program requirements

691675 Medicaid Reimbursement for Eligible Early Childhood Special Education. Revenues received from Medicaid reimbursements for eligible Early Childhood Special Education (ECSE) services provided to children ages three through five. These funds are restricted and must be used to support ECSE services consistent with IDEA and Medicaid program requirements

Intergovernmental Revenues – Federal Unrestricted. Revenue from federal sources not restricted for specific use.

692681 Other Revenue in Lieu of Taxes - Federal. Includes federal payments associated with tax-exempt property that do not qualify as standard federal Payments in Lieu of Taxes (PILT). These amounts are typically irregular, supplemental, or arise from special federal actions, agreements, or adjustments.

692682 Federal Forest Fees. Receipts under federal programs distributing forest revenues.

692683 Impact Aid to School Districts for Operation (PL 874). Federal Impact Aid for operations (now under Title VII; formerly PL 874).

692684 Coos Bay Wagon Road Funds. Federal payments related to Coos Bay Wagon Road lands.

692685 Transportation Fees For Foster Children. Revenues for transporting foster children as authorized; may be federal-sourced via state.

692686 Medicaid Reimbursement for Eligible K-12 Expenses. Revenues received from Medicaid reimbursements for eligible health-related services provided to K–12 students. These funds are considered unrestricted pass-through revenues when used to offset allowable district expenditures under Medicaid Administrative Claiming or School-Based Health Services programs

Intergovernmental Revenues – Federal Unrestricted Cont.. Revenue from federal sources not restricted for specific use, continued.

693691 Medicaid Reimbursement for Non-IDEA. Revenues received from Medicaid reimbursements for eligible non-IDEA uses.

693692 Revenue for/on Behalf of the District – Federal. Revenue for or on behalf of the district from federal sources.

7000 EXPENDITURES / EXPENSES / DEDUCTIONS

Outflows of resources representing the cost of providing services and operating the district. Expenditures (governmental funds, modified accrual) are decreases in financial resources when goods/services are received and payable from current resources. Expenses (accrual basis) are decreases in net position recognized when incurred. Examples: salaries, benefits, services, supplies, capital outlay, debt service principal and interest.

7100 **Salaries.** Compensation paid to employees for services rendered (licensed, classified, substitutes, temporary, administrators).

Licensed Salaries. Wages for certified/licensed instructional staff.

7111 Licensed Salaries – Teachers. Gross wages paid to licensed teaching staff for instructional services.

7112 Licensed Salaries – Specialists. Gross wages paid to licensed specialists, such as counselors, psychologists, speech-language pathologists, and similar positions.

7113 Licensed Salaries – Other. Includes employees in positions that require a valid professional educator license by statute or rule and perform instructional program leadership, coordination, or support functions, but are not classroom

teachers, specialists, administrators, or substitutes. Classification is based on position requirements, not the individual employee's credentials.

Classified Salaries. Wages for support staff (clerical, custodial, aides).

7121 Classified Salaries. Costs for work performed by regular classified employees of the district. ~~Gross wages paid to classified managerial and supervisory staff.~~

Administrators. Salaries for principals, directors, and other administrators.

7131 Managers/Confidential/Supervisory. Gross wages paid to classified managerial and supervisory staff. ~~Voluntary contributions from individuals or organizations (non-capital).~~

7132 Principal Salaries. Gross wages paid to licensed administrators serving as school principals or assistant principals with direct responsibility for the management and instructional leadership of individual schools

7133 Director Salaries. Gross wages paid to licensed or classified administrators serving in director-level positions with districtwide or program-level management responsibility, excluding principals and assistant principals

7134 Administrator Salaries. Gross wages paid to administrative personnel with management or executive responsibilities.

Substitutes. Payments to substitute teachers and staff.

7141 Licensed Salaries – Substitutes. Gross wages paid to licensed substitute employees for temporary instructional assignments.

7142 Classified Wages – Substitutes. Gross wages paid to classified substitute employees for temporary assignments.

Temporary/Substitute Assignments. Compensation for limited-duration or seasonal work, including substitute/short-term teachers, aides, and other temps. Excludes overtime, regular salaries, and contractor payments.

7156~~1~~1 Temporary Salaries – Licensed. Gross wages of temporary employees—full-time, part-time, and prorated portions of the costs for work performed by employees of the district who are hired on a temporary basis.

7156~~2~~ Temporary Wages – Classified. Gross wages for work performed by temporary classified employees.

7153~~1~~ Temporary Salaries and Wages – Other. Gross wages paid to other employees employed on a temporary or seasonal basis.

Additional Salaries. Additional salaries.

~~**7161 – Temporary Salaries – Licensed.** Gross wages of temporary employees – full-time, part-time, and prorated portions of the costs for work performed by employees of the district who are hired on a temporary basis.~~

~~**7162 – Temporary Wages – Classified.** Gross wages for work performed by temporary classified employees.~~

7161~~3~~ Supplemental retirement stipends. Payments made to employees as part of negotiated or policy-based retirement incentives or supplemental retirement programs. These payments are typically provided in addition to regular salary and benefits and may be tied to early retirement agreements, longevity incentives, or negotiated retirement stipends.

7162~~4~~ Unused Leave. Payments made to employees for accrued but unused leave balances, such as vacation or other compensated leave, at the time of separation, retirement, or payout events authorized by policy or collective bargaining agreements. These payments represent compensation for previously earned leave that was not taken.

7163~~5~~ Payments/Penalties in Lieu of Insurance. Payments to employees in lieu of health insurance coverage.

7171-7179~~66~~ Additional Salaries. Gross wages paid to employees that do not meet the definition of another salary category. (Note: ODE will automatically summarize this range to 7171)

7200 **Associated Payroll Costs.** Employer costs for retirement, PERS, Social Security/Medicare, health insurance, unemployment, and other employee benefits.

PERS. District payments to the state retirement system.

7211 Employer PERS Tier I/II. Employer retirement contributions for PERS Tier I/II plans.

7216~~2~~ OPSRP / Tier III Employer Contribution. Employer-paid retirement contributions to the Oregon Public Service Retirement Plan (OPSRP), representing the district's current service pension benefit cost.

7213~~2~~ Employee Contribution – Pick-up. Employer-paid "pick-up" of required member contributions.

7214~~3~~ PERS UAL Contribution. Employer-paid contributions to the Public Employees Retirement System (PERS) related to the Unfunded Actuarial Liability (UAL), representing the district's required share of pension costs attributable to prior service obligations.

7215~~4~~ PERS UAL Debt Service Cost. Employer-paid PERS UAL costs identified as debt service–like payments under PERS policy, representing amortization of the district's share of the PERS Unfunded Actuarial Liability. These costs are classified as associated payroll costs, not bond debt service.

7216~~5~~ Additional PERS UAL Contribution. Additional or supplemental employer-paid PERS UAL contributions required by statute, rate adjustments, or policy decisions beyond the standard employer contribution rate.

~~**7216 – OPSRP / Tier III Employer Contribution.** Employer-paid retirement contributions to the Oregon Public Service Retirement Plan (OPSRP), representing the district's current service pension benefit cost.~~

Social Security / Medicare. Employer FICA contributions.

7221 FICA (Employer). Employer Social Security and Medicare contributions.

Insurance. Employer-paid premiums for employee insurance benefits, including medical, dental, vision, life, and disability insurance. This category captures the district's cost of providing group coverage and related insurance benefits to employees as part of total compensation. Subaccounts may be used to differentiate between specific types of insurance such as health, life, and disability.

7231 Health Insurance – Medical. Employer share of medical insurance premiums.

7232 Health Insurance – Dental/Vision. Employer share of dental and vision insurance premiums.

7233 Life Insurance. Employer's contributions toward employee life insurance premiums. Includes both term and group life insurance coverage provided as part of employee benefit programs.

7234 Long-Term Disability Insurance. Employer-paid premiums for long-term disability insurance coverage for employees, which provides income protection in the event of extended illness or disability.

Workers' Compensation. Premiums for workers' compensation insurance.

7241 Workers' Compensation. Premiums for workers' compensation coverage.

Unemployment Compensation. Employer costs for unemployment benefits.

7251 Unemployment Compensation. Employer unemployment insurance contributions and charges.

Other State Mandated Payroll Costs. Other state mandated payroll costs.

7261 Paid Family and Medical Leave Insurance (PFMLI). Employer-paid payroll tax required under state law to fund the Paid Family and Medical Leave Insurance program. This object records only the employer portion of PFMLI contributions.

7262 Statewide Transportation Payroll Tax. Employer-paid payroll tax imposed by the state to fund transportation or transit programs, assessed on employee wages and required by statute.

7263 Other State-Mandated Payroll Taxes. Employer-paid payroll taxes required by state law that are not otherwise classified, including new or temporary payroll taxes enacted after adoption of this chart of accounts.

Other Employee Benefits. Stipends paid to employees at or after retirement.

7271 Employer Contribution to Retirement Acct. Employer-paid contributions to employee retirement systems other than PERS, excluding employee-paid portions.

7273 Other Contractual Employee Benefits. Other employer-provided benefits (e.g., LTD, tuition reimbursement).

Other Post Employment Benefits. Employer-paid costs for employee benefits not classified elsewhere. This may include wellness program incentives, flexible spending account contributions, employee assistance program costs, or other miscellaneous benefits provided to employees outside of standard health, insurance, or retirement plans.

7282 Post-Retirement Health Benefits. Employer costs for health insurance or medical benefit coverage provided to retirees as part of post-employment benefits.

7283 Post-Retirement Life Insurance. Employer costs for life insurance coverage provided to retirees under post-employment benefit programs.

7284 Post-Retirement Long-term Care Coverage. Employer contributions toward long-term care insurance or similar post-employment benefits for retirees.

7300 **Services Purchased.** Expenditures for purchased services including instructional and non-instructional professional services, audit/legal, property, utilities, repairs/maintenance, and travel.

Instructional Prof Services. Payments for instructional consultants, tutors, trainers.

7311 Instructional services - contracted. Contracted instructional services (tutors, trainers, providers).

7312 Substitutes – Licensed (Contracted). Payments to third-party vendors or agencies for licensed substitute instructional staff, including substitute teachers, when the individual is not an employee of the district. Excludes employee wages and benefits.

7313 Substitutes – Classified (Contracted). Payments to third-party vendors or agencies for classified substitute staff (e.g., instructional assistants, clerical, or support staff) when the individual is not an employee of the district. Excludes employee wages and benefits.

7314 Sign Language Interpreters, Language Interpreters, and Translation Services. Payments for interpretation and translation services, including sign language interpreters, spoken language interpreters, and document translation services, provided by contractors or vendors.

7315 Tuition Payments to Other Districts Within State. Tuition payments made to other public school districts within the state for the education of resident students, including inter-district agreements or placements.

7316 Tuition Payments to Other Districts Outside the State. Tuition payments made to public school districts outside the state for the education of resident students, including interstate agreements or placements.

7317 Tuition Payments to Private Schools. Tuition payments made to private schools or private educational institutions for the education of resident students, including placements required by student needs or program agreements.

7318 Other Tuition. Tuition payments not otherwise classified, including payments to charter schools, specialized educational programs, or other approved educational providers not captured in the categories above.

Non-Instructional Prof Services. Non-teaching professional services (IT, HR, business).

7321 Architect / Engineer Services. Expenditures for professional services provided by licensed architects, engineers, or similar professionals for consultation, planning, design, or oversight related to district facilities and infrastructure.

7322 Negotiation Services. Expenditures for professional services performed in negotiating or conferring with labor organizations or employee groups, including collective bargaining support.

7323 Management Services. Expenditures for professional services provided by individuals or firms qualified to assist district management in policy development, strategic planning, organizational analysis, or operational improvement.

7324 Data Processing Services. Expenditures for data processing or information management services performed by external organizations, agencies, or specialists, including services purchased from another governmental entity or contracted specialists performing specific tasks.

7325 Statistical Services. Expenditures for non-payroll professional services related to statistical analysis, data tabulation, research, or similar analytical work performed by qualified individuals or organizations.

7326 Election Services. Expenditures for costs incurred by the county clerk or other authorized entity in conducting school district elections. Typically used with Function 2310 – Board of Education Services.

7327 Contracted Transportation Services. Payments to external vendors or service providers for student transportation services performed under contract rather than by district-employed staff. Includes contracted bus routes, specialized transportation services, and other outsourced student transportation arrangements.

7328 Other Non-Instructional Professional and Technical Services. Expenditures for professional or technical services not otherwise classified, including sign language interpretation, language interpretation, and translation services when working with parents or the community.

Audit Services. Independent financial/compliance audit services.

7331 Audit services. Independent financial and/or compliance audit services.

Legal Services. Legal fees and contracted legal counsel.

7341 Legal services. Legal counsel and related legal services.

Property Services. Contracted property-related services (janitorial, rentals).

7351 Cleaning services. Contracted janitorial and cleaning services.

7352 Lease Operating. Operating leases of facilities or equipment.

7353 Rental. Rentals of facilities or equipment.

7359 Other Property Services. Other Property Services. Property Services purchased which are not classified above.

Utilities. Payments for electricity, water, gas, telecom.

7361 Electricity. Electric utility costs.

7362 Water and sewer. Water and sewer utility services.

7363 Gas/heating. Natural gas and other heating fuel services.

7364 Telecommunications/Internet. Phone, internet, and data communications services.

7365 Garbage. Waste removal services.

Repairs & Maintenance. Expenditures for upkeep and repair of facilities/equipment.

7371 Repairs & maintenance - buildings. Expenditures for routine and non-routine repairs and maintenance services performed to preserve or restore the condition of existing buildings and fixed structures. Includes work necessary to maintain buildings in an efficient operating condition and to prevent deterioration.

7372 Repairs & maintenance - equipment. Repairs and maintenance of movable, non-vehicular equipment, including instructional, technology, office, and facilities equipment.

7373 Repairs & maintenance - vehicles. Expenditures for repairs and maintenance services necessary to maintain district-owned vehicles in safe and operable condition.

Travel. Transportation, lodging, meals, and mileage reimbursements for staff and students.

7381 Student travel - reimbursable. Student transportation costs that are eligible for reimbursement under the State School Fund (SSF) reimbursement programs. Includes only transportation costs that meet SSF qualification criteria.

7382 Student travel - non-reimbursable. Student travel that is not reimbursed by state or other programs.

7383 Staff Travel - local (in-district). Local mileage, parking, and incidental travel within the district.

7384 Staff Travel - out of district (in-state). Travel outside the district but within the state.

7385 Staff Travel - out of state. Interstate travel costs.

Training. Activities that develop knowledge, skills, and competencies of district personnel. Includes costs of workshops, conferences, certification courses, and in-

service training for instructional, administrative, or support staff. May cover travel, materials, and contracted training services.

7391 Instructional Staff Development. Professional development focused on curriculum implementation, instructional practices, pedagogy, and instructional alignment.

7392 Non-Instructional Staff Development. Training and professional development for non-instructional personnel, such as administrators, clerical, maintenance, food service, or transportation staff, focused on improving operational efficiency and compliance.

7400 **Supplies & Materials.** Expenditures for consumable items such as instructional, office, custodial, technology, and food supplies.

Instructional Supplies. Classroom supplies and other physical instructional materials, including printed textbooks.

7411 Instructional Supplies – General. Consumable classroom and instructional supplies.

7412 Textbooks (Print). Printed textbooks and workbooks used for instruction that do not meet capitalization thresholds.

7413 E-Textbooks. Digital instructional e-textbooks when costs do not meet capitalization criteria.

7414 Library Books. Library and media center books not capitalized.

7415 Periodicals/Subscriptions. Magazines, journals, and other paper or electronic subscriptions.

7416 Instructional Software. Instructional software or platforms used for teaching and learning, when costs do not meet capitalization criteria.

Non-Instructional Technology Supplies. Non-capitalized technology items (software, peripherals).

7421 Technology Hardware (<$10k). Non-capitalized technology hardware and peripherals.

7422 Software (<$10k). Non-capitalized software and user licenses used for administrative, operational, or general district purposes when costs are below the capitalization threshold.

Other Supplies. Non-capital supplies not otherwise classified, including non-capital technology items (e.g., laptops or peripherals below the capitalization threshold), paper materials, and paper or electronic subscriptions below the capitalization limit, as well as similar small tools. Excludes capital assets, textbooks, food, and general classroom consumables.

7431 Office Supplies. Paper, pens, binders, and other office supplies. ~~In~~

7432 Custodial supplies. Cleaning and janitorial supplies.

7433 Food Supplies – Cafeteria. Food purchased for cafeteria/food services.

7434 Food Supplies – Classroom. Food purchased for classroom programs and activities.

7435 Food Supplies – Other. Food purchased for other district purposes.

7436 General Supplies. Consumable non instructional supplies

7500 **Capital Outlay.** Expenditures for acquiring or improving land, buildings, equipment, vehicles, buses, technology, and other capital assets.

Land. Acquisition of land.

7511 Land Acquisitions. Purchase of land parcels and related acquisition costs.

7512 Land Improvements. Expenditures for permanent improvements to land that enhance its use or extend its useful life, but do not include the cost of the land itself or the construction of buildings. Land improvements typically have a determinable useful life and are capitalized. Examples include site preparation, grading, paving, sidewalks, parking lots, fencing, outdoor lighting, landscaping (beyond routine maintenance), irrigation systems, drainage systems, athletic fields, playground structures, and similar improvements attached to or built upon the land. Routine maintenance and repairs should not be coded here.

Buildings. Construction or major improvements of buildings.

7521 Buildings. Acquisition or construction of buildings meeting capitalization thresholds.

7522 Building Improvements. Major improvements or renovations to existing buildings (capital).

7523 Bus Garage. Construction or major improvement of bus garages (capital).

Equipment (non-vehicle). Furniture, machinery, and other capital equipment.

7531 Equipment – Non-technology – Initial Purchase. Capital equipment purchases for new or additional non-technology equipment, excluding technology and vehicles, that establish or expand the district's inventory of capital assets.

7532 Equipment – Non-technology – Replacement. Capital equipment purchases for replacing existing non-technology equipment, excluding technology and vehicles, that maintain or renew the district's capital asset inventory without increasing capacity.

Vehicles / Buses. Purchase of vehicles, including school buses.

7541 Bus Improvements. Capital improvements to buses (e.g., retrofits).

7542 Bus Purchases. Acquisition of school buses.

7543 Other vehicles. Acquisition of non-bus vehicles (cars, vans, trucks).

Capitalized Technology. Technology purchases meeting capitalization threshold.

7551 Technology (capital). Capitalized technology purchases (hardware/software at or above threshold) the district owns.

Other Capital Assets. Other capital expenditures not classified above.

~~**7561 Site improvements.** Capital site improvements other than buildings (e.g., paving, fencing).~~

756~~1~~2 Lease. Expenditures for capital assets acquired through leases that meet capitalization criteria under GASB 87, including right-to-use assets obtained through lease contracts. Used for leased assets only; excludes subscription-based IT arrangements. ~~Expenditures for capital assets acquired through leases or~~

~~Subscription-Based Information Technology Arrangements (SBITAs) that meet capitalization criteria under GASB 87 and GASB 96.~~

756~~23~~ SBITA. Expenditures for capitalized Subscription-Based Information Technology Arrangements (SBITAs) that provide the district the right to use software or IT resources over a defined contract term, in accordance with GASB 96.

756~~34~~ SBITA – Instructional. Capitalized SBITA expenditures for instructional software, platforms, or digital learning systems used to support teaching and learning, when the arrangement meets GASB 96 capitalization criteria.

Depreciation. Periodic expense representing the allocation of the cost of tangible capital assets over their estimated useful lives. Depreciation reflects the wear, deterioration, or obsolescence of assets such as buildings, equipment, and vehicles. Recorded in proprietary or government-wide statements in accordance with GASB standards.

7571 Depreciation Expense. Systematic allocation of the cost of capital assets over their useful lives.

Amortization. Periodic expense recognizing the reduction in value of intangible assets over their useful life. This includes amortization of capitalized software, licenses, patents, copyrights, and other non-physical assets in accordance with GASB standards. Typically recorded in proprietary or government-wide statements rather than the governmental fund level.

7581 Amortization – Intangible. Periodic expense recognizing the reduction in value of intangible capital assets over their useful lives. Includes amortization of internally developed or purchased software, licenses, patents, copyrights, and other non-physical assets in accordance with GASB guidance.

7582 Amortization – SBITA. Amortization of right-to-use subscription-based IT arrangement assets (GASB 96).

7583 Amortization – Leases. Amortization of right-to-use lease assets (GASB 87).

7584 Amortization – Bond Premium/Discount. Represents the systematic recognition of bond premiums or discounts over the life of the related debt.

Premiums are amortized as a reduction of interest expense, and discounts are amortized as an increase to interest expense, in accordance with applicable accounting standards. This category reflects the portion recognized in the current fiscal year.

7600 **Debt Service.** Expenditures for principal and interest payments on long-term debt obligations.

Principal. Payments of principal on bonds, notes, and leases.

7611 Principal – Bonds. Repayment of bond principal.

7612 Principal – Leases/Loans. Repayment of lease or loan principal.

7613 Principal – SBITA. Principal payments made to reduce the outstanding liability associated with a Subscription-Based Information Technology Arrangement (SBITA). These payments represent the repayment of the financed portion of the subscription agreement recognized as a liability.

Interest. Payments of interest on bonds, notes, and leases.

7621 Interest – Bonds. Interest expense on bonds.

7622 Interest – Leases/Loans. Interest expense on leases or loans.

7623 Interest – SBITA. Interest expense associated with a Subscription-Based Information Technology Arrangement (SBITA) liability. Represents the financing cost incurred over the life of the subscription agreement related to the outstanding SBITA obligation.

Other Debt Service Costs. Fiscal agent fees, issuance costs, and related expenses.

7631 Issuance Costs. Underwriter, legal, and other costs of issuing debt.

7700 **Other Objects.** Expenditures not classified elsewhere, including dues/fees, judgments and settlements, and indirect charges.

Dues & Fees. Membership dues, subscriptions, and similar fees.

7711 Dues. Professional memberships and association dues.

7712 Fees (licenses/permits/testing). Licenses, permits, testing, bank fees, audit filing fees, and other required or administrative fees paid to governmental entities, financial institutions, or regulatory bodies

7713 Taxes, Licenses and Assessments. This includes taxes, licenses, and assessments paid to a government body; and penalties assessed for lack of health benefits for eligible employees (Affordable Care Act).~~NA~~

Judgments & Settlements. Court-ordered payments, settlements of claims.

7721 Judgments & Settlements – General. Court-ordered or negotiated settlements (insured or general).

7722 Judgments & Settlements – Uninsured. Uninsured losses and settlements borne by the district.

Indirect Charges. Allocated or internal charges not elsewhere classified.

7731 Indirect charges. Charges allocated internally (e.g., central service cost allocation).

Unrecoverable Bad Debt Write-Off. Write-off of uncollectible receivables related to SBITAs.

7741 Unrecoverable Bad Debt Write-Off. Write-off of uncollectible receivables (including SBITA-related).

Insurance Premiums. Expenditures for payments to commercial insurance carriers or other entities for insurance coverage, including property, liability, fidelity bonds, and excess/stop-loss coverage for self-insurance programs. Represents the cost of transferring risk to an outside insurer.

7751 Liability insurance. General liability insurance premiums including board or district liability insurance premiums.

7752 Property insurance. Property insurance premiums.

7753 Fidelity bond premiums. Fidelity and surety bond premiums.

7754 Student insurance. Student accident/medical insurance premiums.

Insurance Claims. Expenditures for the settlement of claims against the district when operating a self-insurance program. Includes payments for health, dental, workers'

compensation, property, or liability claims made by employees, students, or third parties. Represents direct benefit/claim payments rather than premiums.

7761 Claims Paid. Benefits or claims paid to claimants (self-insurance/custodial).

Special Item Outflows. Within management's control but unusual/infrequent.

7771 Special Item Outflows. Items within management's control that are unusual or infrequent (classified per GASB).

Scholarship Awards. Scholarships awarded to students in accordance with program or donor criteria.

7781 Scholarship Awards from District Program. Scholarships awarded to students from district-established programs using district-controlled funds in accordance with adopted eligibility criteria.

7782 Scholarship Awards from Restricted Donor. Scholarships awarded to students using donor-restricted funds in accordance with donor-imposed restrictions and eligibility requirements.

Benefit Payments (Trust). Benefit payments to participants/beneficiaries of trust arrangements (e.g., pension/OPEB).

7791 Benefit Payments (Trust). Benefit payments to participants/beneficiaries of pension/OPEB or other trust arrangements.

Administrative Expenses. Administrative expenses of fiduciary funds (custodial or trust), including trustee fees.

7811 Administrative Expenses. Administrative expenses of fiduciary funds (custodial or trust), including trustee fees.

Distributions to Other Governments. Payments of amounts collected on behalf of other governments (e.g., remitting fees).

7821 Distributions to Other Governments. Remittances of amounts collected for other governments.

Refunds of Collections. Refunds of amounts previously collected in custodial capacity.

7831 Refunds of Collections. Refunds of amounts previously collected in a custodial capacity.

PERS UAL Lump Sum Payment to PERS. A one-time payment made to the Public Employees Retirement System (PERS) to reduce an employer's Unfunded Actuarial Liability (UAL), separate from regular employer contribution rates.

7851 PERS UAL Lump Sum Payment to PERS. District's lump-sum payment to reduce unfunded actuarial liability (UAL); fund-level = expenditure, gov-wide = deferred outflow under GASB 68

Taxes and Licenses. Payments for taxes, licenses, registrations, and similar governmental charges required to operate district programs or assets, including business licenses, vehicle registrations, and other statutory or regulatory fees.

7861 Taxes and Licenses. Payments for taxes, licenses, registrations, and similar governmental charges required to operate district programs or assets, including business licenses, vehicle registrations, and other statutory or regulatory fees.

8000 TRANSFERS / OTHER FINANCING

Inflows or outflows from one fund to another and other financing.

8100 **Other Financing Sources.** Amounts received by a fund from another fund within the same school district to finance expenditures or expenses of the receiving fund. These are not revenues from external sources but internal reallocations of resources, such as transfers from the General Fund to a Capital Projects or Debt Service Fund. Transfers In are always balanced by a corresponding Transfer Out in the sending fund.

Transfers In. Transfers of resources into a fund.

8111 Interfund Transfers In – Operating. Operating transfers received from other funds.

8112 Interfund Transfers In – Capital. Capital transfers received from other funds.

8113 Interfund Transfers In – Expenditures. Transfers in recorded as corrections/recognition on the expenditure side.

8114 Interfund Transfers In – Other. Other transfers in from other funds.

Transits (Inflows). Temporary receipts or pass-through amounts held by a fund before being remitted to another entity or fund. These do not represent revenue to the district but are custodial in nature, such as funds collected for student organizations, inter-fund clearing, or agency activities.

8121 Transits – Cash inflows. Transit cash flows recognized as other financing sources/uses.

8122 Transits – Goods inflows. Transit of goods recognized as other financing sources/uses.

Long-Term Debt Financing Sources. Proceeds and related items from long-term financing (bonds, notes, leases/SBITAs, refundings) and issuance-related accruals. In governmental funds these are other financing sources (not revenue); in proprietary funds they map to liabilities with cash-flow classification in capital & related financing.

8131 Bond Proceeds – New Issuance. Proceeds from the sale of newly issued bonds.

8132 Bond Premiums/Discounts (Net). Net premiums or discounts associated with bond issuance.

8133 Loan Proceeds. Proceeds from new loans.

8134 Lease Proceeds. Present value of proceeds recognized at commencement of a lease.

8135 Refunding Debt Proceeds. Proceeds from refunding transactions.

8136 Gain on Sale of Capital Assets. Gain recognized on the sale of capital assets above carrying amount.

8137 Gain on Sale of Other Assets. Gain on sale of surplus property not capitalized.

8200 **Other Financing Uses.** Proceeds from issuance of bonds, loans, lease agreements, and refundings.

Transfers Out. Transfers of resources out of a fund.

8211 Interfund Transfers Out – Operating. Operating transfers to other funds.

8212 Interfund Transfers Out – Capital. Capital transfers to other funds.

8213 Interfund Transfers Out – Revenue. Transfers out recorded as corrections/recognition on the revenue side.

8214 Interfund Transfers Out – Other. Other transfers out to other funds.

8215 Intergovernmental Transfers Out – Charter Schools. Amounts remitted by sponsoring school districts to charter schools representing the charter's share of State School Fund or other funding.

8216 Intergovernmental Transfers Out – Recovery Schools. Amounts remitted by sponsoring school districts to recovery schools representing the recovery's share of State School Fund or other funding.

8217 Intergovernmental Transfers Out – Alternative Schools. Amounts remitted by sponsoring school districts to alternative schools representing the alternative's share of State School Fund or other funding.

Transits (outflows). Transits recognized as other financing.

8221 Transits – Cash Outflows. Transit cash flows recognized as other financing sources/uses.

8222 Transits – Goods Outflows. Transit of goods recognized as other financing sources/uses.

9000 BUDGET OBJECTS

Objects specific to budgetary reporting.

9100 **Budget Objects.** Objects specific to budgetary reporting.

9111 Unappropriated Ending Fund Balance. Budgeted reserve.

9112 Contingency / Planned Reserve. Budgeted reserve for unforeseen expenditures.

Grant Dimension

The Grant dimension was created to support consistent grant identification and consolidated grant expenditure reporting. Standardized grant codes simplify data extraction and reduce manual reconciliation. The grant dimension is focused on defining the grants required to be tracked by ODE. This dimension will be updated as new grants become available. Resources that are not grants can be coded as "Non-Grant Designation".

000 NON-GRANT DESIGNATIONS

A designation used to identify funding sources or financial activities that are not associated with a grant award. This category is used when a grant identifier is not applicable to the transaction or program being recorded. This designation ensures that financial activities unrelated to grant funding can still be recorded within systems that require a grant field while clearly distinguishing them from grant-funded programs.

> **000 Non-Grant Designation.** Used to classify resources that are tracked alongside grants but are not formal grant awards (e.g., donations, endowments, set-aside reserves, internal allocations). Provides visibility into supplemental funding that does not fall under federal, state, or local/private grant frameworks.

100 LOCAL/REGIONAL/PRIVATE GRANTS

Grants funded or administered by local governmental entities, regional agencies, educational service districts, or other intermediary organizations that distribute funds to subrecipients. These funds may originate from local sources or may represent funds passed through multiple entities before reaching the final recipient. This category includes grants provided by counties, municipalities, regional agencies, or other local governmental units.

> **100 Local/Regional/Private Grants.** Local and private grants. Do not use this code to track all local resources.

200-400 STATE GRANTS

Grants funded and administered by a state government agency. These grants may be distributed through formula allocations, legislative appropriations, or competitive application processes and are intended to support programs or services consistent with state policy objectives. Funding originates from state sources, although in some cases state grants may include state-administered allocations of broader programs that are not classified as federal grants within this structure.

201 Student Investment Account (SIA) Formula Grants. The Student Investment Account (SIA) is a non-competitive grant program to meet students' mental and behavioral health needs and increase academic achievement.

202 Intensive Program - Student Success. Provides funding to school districts with the highest needs in the state, with additional technical assistance support from Student Success Teams.

203 Early Indicator & Intervention System (EIIS). The Student Success Act, House Bill 3427, created a grant program to assist school districts with implementing Early Indicator and Intervention Systems (EIIS). The EIIS Grant Program provides financial support and technical assistance to Oregon schools and districts to develop and implement data analysis systems to identify, support, and monitor students who may be at risk of leaving school or not graduating on time. ~~(see comments for more details).~~

204 High School Success - Measure 98. Funds directed at improving high school student progress towards graduation.

205 State Summer Learning Grant. Funds are intended to immediately support high-quality summer learning programs for the summer, with a focus on improving literacy outcomes longterm for Oregon students.

206 ESD Technical Assistance Support Grants. Provides funding to Education Services Districts to carry out technical assistance activities outlined in a comprehensive plan that support school districts, eligible charter schools and YCEPs/JDEPs in the implementation of their Student Investment Grant.

207 Charter School Equity Grants. Provides grants from the Statewide Education Initiatives Account to charter schools with greater enrollment of BIPOC students and students experiencing disability (65% or more).

210 Early Literacy Community Grants. Grants to improve early literacy outcomes through community-based partnerships.

211 Early Literacy Success School District Grants. Grants to support school districts and public charter schools in improving early literacy programming and student outcomes through resarch-aligned PK-3 literacy instruction and Pre-K-5th grade curricular materials and implementation.

212 Early Literacy Tribal Grants (OIE). Supports tribal communities in delivering culturally grounded literacy instruction.

220 African American/Black Student Success Plan. Provides funding to organizations to support implementation of the African American/Black Student Success Plan (see OARs 581-017-0550 through 0565)

221 American Indian/Alaska Native Student Success Plan. Provides funding to organizations in implementing specific strategies outlined in the American Indian/Alaska Native Student Success Plan.

222 Latinx Student Success Plan. Provides funding to organizations to support implementation of the LGBTQ2SIA+ Student Success Plan (see OARs 581-017-0747 through 0762)

223 Native Hawaiian/Pacific Islander Student Success Plan. Provides funding to organizations to support implementation of the Native Hawaiian/Pacific Islander Student Success Plan (see OARs 581-017-0850 through 0875)

224 Immigrant/Refugee Student Success Plan. Provides funding to organizations to support implementation of the Immigrant/Refugee Student Success Plan (see OARs 581-017-0550 through 581-017-0565)

225 LGBTQ2SIA+ Student Success Plan. Provides funds to enhance support, engagement, and success for LGBTQ2SIA+ youth in Oregon.

230 Youth Development Oregon (YDO) Community Investment Grants. Provides funding to address protective factors that prevent school disengagement, unhealthy behaviors, and criminal activity.

231 Reengagement Opportunity Grant. Provides funding to local communities across the state to reengage youth ages 14-21 who left high school, or are at risk of leaving, before earning a high school diploma or its equivalent in education with the goal of assisting youth to achieve a high school diploma or obtain their General Education Development credential.

232 Job and Workforce Readiness Grant. Provides funding for programs for youth ages 14-24 related to career exploration and skill development services in preparation for entering the workforce.

240 Community Partnership Grants (Chronic Absenteeism/Every Day Matters). This grant focuses on funding community-centered approaches to address the root causes of chronic absenteeism

241 Tribal Attendance Promising Practices (TAPP). Provides funding to support partnerships between school districts and all nine federally recognized tribes in implementing and sustaining school wide initiatives to reduce chronic absenteeism

250 Blind/Visually Impaired Student Fund (BVIS). Provide information, training, resource development for school districts and educational programs throughout Oregon. It is also to provide services to professionals and families concerned with the needs of young children and students who are blind/visually impaired ("students") and for eligible students under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

251 EAC Special Education Stipends for Educators. Provides stipends for educators specializing in special education to address shortages.

252 Early Intervention/Early Childhood Special Education (EI/ECSE). Provides federal mandated (ECSE) and state mandated (EI) to provide educational supports to infants, toddlers, and preschoolers (birth to school aged) who have disabilities or developmental delays. IDEA Part C funds Birth through age 2; IDEA Part B, Section 619, funds ages 3 through 5.

253 Regional Inclusive Services (RIS). Provides funding for programs that serve children with hearing impairments, vision impairments, deaf-blindness, orthopedic impairments, autism, and traumatic brain injury. This program is funded by federal IDEA and general funds.

254 Speech Pathology Stipend Grants (ODE Speech-Language Pathologist Scholarship Program). Provides funding to school districts for the purpose of increasing the number of speech/language pathologist and assistants by providing training grants.

255 Transition Network Facilitator Grants. Provides funding to hire Transition Network Facilitators to assist high schools in Oregon to provide transition services to further improve Oregon's systems of designing the delivery of employment services to those who are identified as being in the target population.

256 Early Childhood Special Education - General Fund. Provides federal and state-mandated Early Childhood Special Education services and supports for preschool children ages 3 through kindergarten entry who have disabilities under state law and IDEA Part B, Section 619.

257 Early Intervention - General Fund. Early Intervention (EI provides federal and state-mandated Early Intervention services and supports for infants and toddlers (birth through age 2) who have developmental delays or disabilities and their families under state law and IDEA Part C.

258 Early Childhood Special Education - Student Success Act. Early Childhood Special Education (ECSE) provides federal and state-mandated Early Childhood Special Education services and supports for preschool children ages 3 through kindergarten entry who have disabilities under state law and IDEA Part B, Section 619.

259 Early Intervention - Student Success Act. Early Intervention (EI) provides federal and state-mandated Early Intervention services and supports for infants and toddlers (birth through age 2) who have developmental delays or disabilities and their families under state law and IDEA Part C.

260 English Learner Outcomes Program (ELOP) - HB 3499. Provides funding to implement identified best practices for English Learnings, and connect with meaningful school improvement interventions and professional learning. Provides technical assistance and funding to implement identified best practices for English Learners, and connect with meaningful school improvement interventions and professional learning.

261 English Language Learners (ESD Partnership). Provides funding to house EL Specialists at five ESDs throughout the state in order to support districts with a low number of ELs (1-20).

270 After School Meal/Snack Program (Start Up and Expansion Grant). Provides reimbursement for nutritious snacks and meals served in afterschool enrichment programs.

271 Breakfast After the Bell. SSA-aligned allocation to expand student participation in breakfast programs.

272 Breakfast and Summer Lunch Programs. Provides funding to supplement federal reimbursement programs for breakfast and summer lunches that ensure recipient eat for free.

273 Farm to Child Nutrition Programs Competitive Reimbursement Grant. Provides funding for sponsors for reimbursement of Oregon grown/processed food after the noncompetitive funds are exhausted. Provides more funding for sponsors after initial noncompetitive funds are exhausted, preference for BIPOC, women owned businesses to be used.

274 Farm to Child Nutrition Programs Education Grant. Provides funding to assist in paying the costs incurred to coordinate and implement food based, agriculture based or garden-based activities in school districts.

275 Farm to Child Nutrition Programs Noncompetitive Reimbursement Grant. Provides funding to support the reimbursement of cost associated with acquiring and using Oregon grown or Oregon processed food, or to support reimbursement for cost incurred to identify sources of those foods or to process those foods.

276 State School Fund - Free Lunch. Provides grants to schools districts for the purposes of providing lunches at no cost to the student, for students eligible for reduced price lunches under the current US Department of Agriculture's Income Eligibility Guidelines

277 Hunger Free School Program Grants. The purpose of the funding is to expand participation in the school breakfast and lunch programs in public schools and public Charter schools. This will be accomplished by either: (1) supplementing the reimbursement rates of the federal Community Eligibility Provision (CEP) to better allow schools to offer meals at no charge, or (2) through the state-supported income guidelines from 185% up to 300% of the federal poverty level. Other names: CEP Incentive (CEPI) and EIG Reimbursement Programs

280 Hospital Programs. Provides funding for educational services to students in a state-operated hospital; a hospital or clinic of the Oregon Health and Science University; or a private hospital that is not a psychiatric facility and that has the capacity to admit patients from throughout this state; provides specialized intensive treatment for children with severe, low-incidence types of disabling

conditions; or admits children who can expect to be hospitalized for extended periods of time or re-hospitalized frequently.

281 Juvenile Detention Education Program (JDEP). Provides funding for educational services to students aged 12-18 housed overnight in county juvenile detention facilities.

282 Long Term Care and Treatment (LTCT). Provides funding and educational services in eligible day/residential treatment programs that have contracts with DHS, OHA, or OYA for long term care or treatment.

283 Pediatric (Skilled) Nursing Facilities. Provides funding to the school district (PPS) that is providing educational services to students admitted to pediatric nursing facility (Providence - Portland). Provide educational services, including teachers and staff, to enrolled students

284 Youth Correction Education Program (YCEP). Provides funding for education services to be delivered to youth age 12-21 currently incarcerated in Oregon Youth Authority closed custody correctional facilities.

290 CTE Revitalization Grants. Oregon state grants supporting innovation and expansion of high school CTE programs.

291 Secondary Career Pathway. Career Pathway grant funding is intended to incentivize school districts to develop programs that increase the number and diversity of students who earn three or more credits in a high quality CTE program that is a pathway to high wage and in-demand jobs (HB 3072).

292 Secondary Career Pathway Support Grants. Secondary Career Pathways Support funds are utilized to offset costs associated with the additional work required to fulfil the duties listed above, to provide professional growth opportunities for the CTE Regional Coordinator (including updated equipment/supplies), or to support regional consortium activities.

301 Oregon School Capital Improvement Matching (OSCIM) Program. Provides funding from the issuance of State General Obligation Bonds (Article XI-P) to provide matching funding to school districts that pass Local General Obligation Bonds to finance capital improvement projects.

302 Connecting Oregon School Fund (COSF). Provides state matching grants to maximize additional match funding through the federal E-Rate program for broadband infrastructure construction projects.

303 State School Fund (SSF) Transportation Equipment. Funds for equipment, staff and supplies to support school transportation.

304 School Safety & Prevention Systems (SSPS). Provides funding to establish and maintain the Statewide School Safety and Prevention System through technical assistance contracts/grants to education service districts that effectively support and assist school districts as outlined in ORS 339.341

305 Technical Assistance Program (TAP). The Technical Assistance Program (TAP) helps districts plan for capital improvements and expansion so they can better inform their communities about deferred maintenance needs, future enrollment, and explore sources of funding for school facilities.

306 Healthy School Facilities Fund - Lead Testing Reimbursement Program. Funds covering the costs of remediating drinking water fixtures with elevated levels of lead.

310 Oregon Mathways. Provides funding for a collaborative regional network of mathematics teachers and leaders to develop instructional materials and new courses to meet the needs of diverse learners.

311 Physical Education Expansion K-8 (PEEK-8): Professional (PD). Provides funds to school districts and public charter schools to provide evidence-based professional development to educators that are not specifically endorsed in physical education that will lead to quality physical education instruction and meet the K-8-minute requirements.

312 Physical Education Expansion K-8 (PEEK-8): Teacher Hire (TH). Provides funding to support activities related to meeting the physical education instructional requirements for students in kindergarten through grade 8. The purpose of the TH grant is to hire a licensed Physical Education teacher to support full implementation of quality physical education and meet the minutes required in ORS329.496.

313 STEM Innovation Grants. Provides funding to STEM Hubs to expand the implementation of effective programs related to science, technology, engineering, and mathematics within schools and community organizations.

314 STEM Regional Network Grants. Provides funding to operate Regional STEM Hubs designed to leverage community assets to increase student proficiency, interest, and attainment of post-secondary degrees in STEM and CTE.

320 Professional Learning Platform Grants. Grants for districts, post-secondary institutions, and education organizations for delivery of professional learning opportunities through the Professional Learning Platform that align to state standards and key priorities.

321 Regional Educator Network (REN) Grants. Provides funding to 10 Regional Educator Networks based at ESDs across the state.

330 Rural Schools Technical Support Grants. Funding is to provide responsive and intensive support from the ESDs to small school districts within their regions that have up to 2000 ADM.

331 Foster Care Transportation Grant. Same program; specific allocation for LEA/district implementation.

332 Vision Screening. Provides reimbursement to the ESDs and the Lions Club to do vision screenings in schools.

333 Menstrual Dignity Act. Provides funding for menstrual products for all students, K-12, in all public school buildings in Oregon

334 Oregon Healthy Schools. Oregon Healthy Schools (OHS) works to support the health, well-being and success of students, staff and the community. Healthy students are better learners, and academic achievement bears a lifetime of benefits for health. OHS works to provide students with opportunities to improve their dietary and physical activity behaviors and manage their chronic health conditions. OHS uses the Whole School, Whole Community, Whole Child (WSCC) framework. The WSCC model is student-centered and emphasizes the role of the community in supporting the school and the importance of evidence-based policies and practices.

335 Medicaid Administrative Claiming. Provides reimbursement for claimable activities related to the administration of Medicaid, such as referrals to medical, behavioral, vision or dental services, assisting a student/family with enrollment in the Oregon Health Plan (OHP), and coordination of Medicaid services to OHP enrolled providers.

340 State School Fund - Charter School Close Out Grant. Provides grants to school districts in the year following a charter school closure to assist with costs associated with the closure.

351 Technical Assistance Program (TAP) - Long Range Facility Planning. Supports districts in developing long-range facility plans that align school capital investments with current and future educational needs and community goals.

352 Technical Assistance Program (TAP) - Seismic Assessments. Helps districts assess the earthquake resilience of school buildings and fulfill seismic assessment requirements for related state rehabilitation grant programs.

353 Technical Assistance Program (TAP) - Asbestos Hazard Assessment Grant. Assists districts in meeting federal AHERA requirements by funding asbestos inspections, monitoring, training, and records management.

354 Technical Assistance Program (TAP) - Engineered Wood Roof System Assessments. Funds the evaluation and documentation of aging engineered wood roof systems to help districts identify structural risks and prioritize maintenance needs.

355 Technical Assistance Program (TAP) - Radon Hazard Assessment Grant. Assists districts in meeting Oregon Health Authority requirements to test school buildings for elevated radon levels at least once every 10 years, including testing in all frequently occupied rooms.

400 Other State Grants. Other State Grants not listed

500-800 FEDERAL GRANTS

Grants funded by the federal government that are awarded through a competitive application or proposal process. Applicants must submit program proposals that are evaluated against established criteria, and funding is awarded based on merit, program design, or demonstrated need. These grants are generally discretionary, may be limited in duration, and may require periodic reapplication or renewal. (NOTE: Table below contains the proposed codes)

501 Title I, Part A – Improving Basic Programs. An LEA's Title I allocation is the sum of the amount that the LEA receives under each formula. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families.

502 Title I, Part A – School Improvement Grants. Provides proportionate share of Title IA funds to support lowest performing Title IA schools.

510 Title I, Part C – Migrant Education. Funds support high quality education programs for migratory children and help ensure that migratory children who move among the States are not penalized by disparities among States in curriculum, graduation requirements, and challenging State academic standards.

511 Title I-C Incentive Grants (MEP Consortium Incentive Grants). Through this program, the Department provides financial incentives to State Educational Agencies (SEAs) to participate in high quality consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.

520 Title I, Part D – Neglected & Delinquent Subpart 1. Provides funding to school districts or ESDs with a state operated neglected (LTCT) or delinquent (YCEP) educational program.

521 Title I, Part D – Neglected & Delinquent Subpart 2. Provides funding to school districts with a locally run neglected or delinquent facility within district boundaries.

530 Title II, Part A – Supporting Effective Instruction. The purpose of the program is to provide grants to State educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders.

540 Title III, Part A – English Language Acquisition. Provides funds to improve the education of English learners by helping them attain English proficiency and meet state academic standards.

541 Title III, Part A - Immigrant Sub-Grant. Provides funding to districts experiencing a significant impact of immigrant youth. This calculation requires a significant increase over a three-year time period.

550 Title IV, Part A – Student Support & Academic Enrichment. Title IV-A is intended to increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to: Provide all students with access to a well-rounded education; Improve school conditions for student learning, and; Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

551 Title IV, Part B – 21st Century Community Learning Centers. The 21st Century Community Learning Centers (21st CCLC) program provides federal funding to support community learning centers that offer before school, afterschool, and summer learning programs that include academic enrichment, youth development, and family engagement services, especially for students in high-poverty, low-performing schools.

560 Title VI, Part A – Indian Education Formula Grants. This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children.

561 Title VI, Part B – Native Hawaiian Education. The purpose of the Native Hawaiian Education program is to develop innovative education programs to assist Native Hawaiians and to supplement and expand programs and authorities in the area of education.

562 Title VI, Part C – Alaska Native Education. The overall purpose of the Alaska Native Education program is to meet the unique education needs of Alaska Natives and to support supplemental education programs to benefit Alaska Natives.

570 Title V, Part B, Subpart 1 - Small, Rural School Achievement Program. The purpose of the Small, Rural School Achievement (SRSA) program is to provide rural local educational agencies (LEAs) with financial assistance to fund initiatives aimed at improving student academic achievement.

571 Title V, Part B, Subpart 2 - Rural and Low-Income School Program. These programs are designed to provide rural districts with financial assistance for initiatives aimed at improving student achievement.

580 Title VII - Impact Aid. Provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.

581 Impact Aid Facilities Maintenance. Payments for Federal Property assist local school districts that have lost a portion of their local tax base because of Federal ownership of property.

590 School Breakfast Program. The School Breakfast Program (SBP) provides reimbursement to states to operate nonprofit breakfast programs in schools and residential childcare institutions.

591 National School Lunch Program. The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

592 Special Milk Program for Children. The Special Milk Program provides milk to children in schools, childcare institutions, and eligible camps that do not participate in other Federal child nutrition meal service programs.

593 Child and Adult Care Food Program. The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating childcare centers, day care homes, and adult day care centers.

594 Summer Food Service Program for Children. The Summer Food Service Program also known as "Summer Meals" is available in hundreds of communities throughout Oregon, offering free meals and snacks to ALL kids 1-18.

595 NSLP Equipment Assistance Programs. Provides funding to support the upgrading and improvement of equipment used primarily in the National School Lunch/School Breakfast Program.

~~**596 Fresh Fruit and Vegetable Program.** USDA program providing free fresh fruits and vegetables during the school day to improve student health.~~

~~**601 CTE Perkins V Basic Grant.** Provides funding to support state leadership activities and career and technical education programs.~~

~~**602 Perkins V State Leadership Funds.** Oregon is focusing Perkins State Leadership funds to support the creation of Statewide Programs of Study; support a pilot project for career exploration and guidance in middle schools, particularly to expand diversity in CTE; support CTE programs in state institutions; promote nontraditional by gender participation in CTE and focusing on removing barriers to participation in, and access to, high-wage, in-demand careers; promote data literacy and improved CTE data quality~~

~~**610 IDEA, Part B 611 – Special Education Grants to States.** Special Education Grants to States (IDEA Part B, Section 611) are provided to ensure that children with disabilities receive a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA).~~

~~**611 IDEA, Part B 619 – Special Education Preschool Grants.** Special Education Preschool Grants (IDEA Part B, Section 619) provide formula grants to make available special education and related services for children with disabilities ages 3 through 5, in accordance with the Individuals with Disabilities Education Act (IDEA).~~

~~**612 IDEA, Part C – Special Education Grants for Infants and Families.** These formula grants are awarded annually to support early-intervention services for infants and toddlers with disabilities and their families.~~

~~**620 McKinney Vento Education for Homeless Children & Youth.** Federal McKinney-Vento funds ensuring educational access and stability for homeless students.~~

~~**630 School Based Health Services (SBHS) Medicaid.** Allows an education agency (EA) to enroll as a school medical provider and leverage Medicaid for reimbursement for the cost of covered health services provided to Medicaid-enrolled children and young adults aged birth through 21.~~

~~**631 Medicaid Administrative Claiming.** Provides reimbursement for claimable activities related to the administration of Medicaid, such as referrals to~~

~~medical, behavioral, vision or dental services, assisting a student/family with enrollment in the Oregon Health Plan (OHP), and coordination of Medicaid services to OHP enrolled providers.~~

~~**640 – Comprehensive Literacy State Development (CLSD).** Federal grants to support expanding the use of high-quality, evidence-based literacy practices in Oregon's highest-need schools. CLSD grants are aligned to the Early Literacy Success School District Grants allowable uses but support programming across the birth-12th grade continuum.~~

~~**650 – School and Child Care Lead Testing and Reduction Grant Program (SDWA 1464(d)).** Section 1464(d) of the Safe Drinking Water Act (SDWA), as amended by section 2107 of the 2016 Water Infrastructure Improvements for the Nation (WIIN) Act, section 2006 of the 2018 America's Water Infrastructure Act (AWIA), and by section 50110 of the 2021 Infrastructure Investment and Job Act (IIJA), authorizes EPA to award grants to states, territories, and Tribal Consortia to provide assistance for lead testing and remediation of drinking water in schools and child care facilities.~~

~~**660 – Charter Schools Program Grants.** Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants) competition.~~

~~**670 – Strengthening Mental Health in Education (Community Care Demonstration Project).** Supports community-based health, education, and care coordination to address student and family needs.~~

~~**800 – Other Federal Grants.** All other federal funding not specified.~~

Cluster	COA Code	ALN	Name	Award Type	Description
Title I - Disadvantaged Students	501	84.010	Title I, Part A - Improving Basic Programs	Formula	An LEA's Title I allocation is the sum of the amount that the LEA receives under each formula. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families.
Title I - Disadvantaged Students	502	84.010	Title I, Part A - School Improvement	Formula (set-aside)	Provides proportionate share of Title IA funds to support lowest performing Title IA schools.
Title I - Disadvantaged Students	503	84.011	Title I, Part C - Migrant Education	Formula	Funds support high-quality education programs for migratory children and help ensure that migratory children who move among the States are not penalized by disparities among States in curriculum, graduation requirements, and challenging State academic standards.
Title I - Disadvantaged Students	504	84.011	Title I, Part C - Incentive Grants (MEP Consortium)	Competitive	Through this program, the Department provides financial incentives to State Educational Agencies (SEAs) to participate in high-quality consortia that improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.
Title I - Disadvantaged Students	505	84.013	Title I, Part D - Neglected & Delinquent, Subpart 1	Formula	Provides funding to school districts or ESDs with a state operated neglected (LTCT) or delinquent (YCEP) educational program.
Title I - Disadvantaged Students	506	84.013	Title I, Part D - Neglected & Delinquent, Subpart 2	Formula	Provides funding to school districts with a locally run neglected or delinquent facility within district boundaries.
Special Education (IDEA)	510	84.027	IDEA, Part B 611 - Grants to States	Formula	Special Education Grants to States (IDEA Part B, Section 611) are provided to ensure that children with disabilities receive a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA).
Special Education (IDEA)	511	84.173	IDEA, Part B 619 - Preschool Grants	Formula	Special Education Preschool Grants (IDEA Part B, Section 619) provide formula grants to make available special education and related services for children with disabilities ages 3 through 5, in accordance with the Individuals with Disabilities Education Act (IDEA).
Special Education (IDEA)	512	84.181	IDEA, Part C - Infants & Families	Formula	These formula grants are awarded annually to support early-intervention services for infants and toddlers with disabilities and their families.
Special Education (IDEA)	513	84.323	Special Education - State Personnel Development	Competitive / discretionary	Provides funding to assist State educational agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services to improve results for children with disabilities.
Special Education (IDEA)	514	84.326	Special Education Technical Assistance & Dissemination to Improve Services & Results for Children With Disabilities	Competitive / discretionary	Provides funding to promote academic achievement and to improve results for children with disabilities by providing technical assistance, supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.
Special Education (IDEA)	515	84.324	Research In Special Education	Competitive / discretionary	Provides funding to support programs of field-initiated research to foster solutions to pressing problems faced by students with or at risk for disabilities, their families, and education systems.
English Learners	520	84.365	Title III, Part A - English Language Acquisition	Formula	Provides funds to improve the education of English learners by helping them attain English proficiency and meet state academic standards.
English Learners	521	84.365	Title III, Part A - Immigrant Sub-Grant	Formula	Provides funding to districts experiencing a significant impact of immigrant youth. This calculation requires a significant increase over a three-year time period.
Educator Effectiveness	530	84.367	Title II, Part A - Supporting Effective Instruction	Formula	The purpose of the program is to provide grants to State educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders.

Cluster	COA Code	ALN	Name	Award Type	Description
Student Support & Enrichment	540	84.424	Title IV, Part A - Student Support & Academic Enrichment	Formula	Title IV-A is intended to increase the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to: Provide all students with access to a well-rounded education; Improve school conditions for student learning, and; Improve the use of technology in order to improve the academic achievement and digital literacy of all students.
Student Support & Enrichment	541	84.287	Title IV, Part B - 21st Century Community Learning Centers	Competitive	The 21st Century Community Learning Centers (21st CCLC) program provides federal funding to support community learning centers that offer before school, afterschool, and summer learning programs that include academic enrichment, youth development, and family engagement services, especially for students in high-poverty, low-performing schools.
Literacy	550	84.371	Comprehensive Literacy State Development (CLSD)	Competitive	Federal grants to support expanding the use of high-quality, evidence-based literacy practices in Oregon's highest-need schools. CLSD grants are aligned to the Early Literacy Success School District Grants allowable uses but support programming across the birth-12th grade continuum.
Literacy	551	84.215	Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; & Congressionally Directed Spending for Elementary & Secondary Education Community Projects	Competitive / discretionary	Provides funding to support high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (high-need LEAs) and schools.
Career & Technical Education	560	84.048	CTE - Perkins V Basic Grant	Formula	Provides funding to support state leadership activities and career and technical education programs.
Career & Technical Education	561	84.048	Perkins V - State Leadership Funds	Formula	Oregon is focusing Perkins State Leadership funds to support the creation of Statewide Programs of Study; support a pilot project for career exploration and guidance in middle schools, particularly to expand diversity in CTE; support CTE programs in state institutions; promote nontraditional by gender participation in CTE and focusing on removing barriers to participation in, and access to, high-wage, in-demand careers; promote data literacy and improved CTE data quality
Career & Technical Education	562	84.243	Tech-Prep Education	Competitive / discretionary	To develop and operate artfully structured, four-year tech-prep education programs that combine secondary and postsecondary education.
College & Career Readiness	570	84.334	GEAR UP	Competitive	Early college-access and readiness services for cohorts of high-need students.
College & Career Readiness	571	84.126	Vocational Rehabilitation (RSA) - incl. Pre-ETS	Formula	VR services; for schools, pre-employment transition services for students with disabilities.
College & Career Readiness	572	17.259	WIA Youth Activities	Competitive / discretionary	To help low income youth, between the ages of 14 and 24, acquire the educational and occupational skills, training, and support needed to achieve academic and employment success and successfully transition into careers and productive adulthood.
College & Career Readiness	573	84.047	TRIO Upward Bound	Competitive / discretionary	Generates skills and motivation for high school students from low-income families or potential first-generation college students to complete secondary school and enroll in college
College & Career Readiness	574	84.044	TRIO Talent Search	Competitive / discretionary	Identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education, encouraging them to complete secondary school and undertake postsecondary education
Rural Education	580	84.358	Title V-B, Subpart 1 - Small, Rural School Achievement (SRSA)	Formula	The purpose of the Small, Rural School Achievement (SRSA) program is to provide rural local educational agencies (LEAs) with financial assistance to fund initiatives aimed at improving student academic achievement.

Cluster	COA Code	ALN	Name	Award Type	Description
Rural Education	581	84.358	Title V-B, Subpart 2 - Rural & Low-Income School (RLIS)	Formula	These programs are designed to provide rural districts with financial assistance for initiatives aimed at improving student achievement.
Indigenous Education	590	84.060	Title VI, Part A - Indian Education Formula Grants	Formula	This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children.
Indian & Native Education	591	84.362	Title VI, Part B - Native Hawaiian Education	Competitive	The purpose of the Native Hawaiian Education program is to develop innovative education programs to assist Native Hawaiians and to supplement and expand programs and authorities in the area of education.
Indian & Native Education	592	84.356	Title VI, Part C - Alaska Native Education	Competitive	The overall purpose of the Alaska Native Education program is to meet the unique education needs of Alaska Natives and to support supplemental education programs to benefit Alaska Natives.
Impact Aid	600	84.041	Title VII - Impact Aid	Formula	Provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.
Impact Aid	601	84.040	Impact Aid - Facilities Maintenance	Competitive	Payments for Federal Property assist local school districts that have lost a portion of their local tax base because of Federal ownership of property.
Homeless Education	610	84.196	McKinney-Vento - Homeless Children & Youth	Competitive	Federal McKinney-Vento funds ensuring educational access and stability for homeless students.
Homeless Education	611	14.276	Youth Homelessness Demonstration Program	Competitive / discretionary	Funding to support selected communities in the development and implementation of a coordinated community approach to preventing and ending youth homelessness and sharing that experience with and mobilizing communities around the country toward the same end.
Charter Schools	620	84.282	Charter Schools Program Grants	Competitive	Charter Schools Program Grants. Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants) competition.
Charter Schools	621	84.354	Credit Enhancement for Charter School Facilities	Competitive / discretionary	These funds will be used to award grants to eligible entities to permit them to enhance the credit of charter schools so the charter schools can access private-sector and other non-Federal capital in order to acquire, construct, and renovate facilities at a reasonable cost.
Child Nutrition	630	10.553	School Breakfast Program	Reimbursement	The School Breakfast Program (SBP) provides reimbursement to states to operate nonprofit breakfast programs in schools and residential childcare institutions.
Child Nutrition	631	10.555	National School Lunch Program	Reimbursement	The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.
Child Nutrition	632	10.556	Special Milk Program	Reimbursement	The Special Milk Program provides milk to children in schools, childcare institutions, and eligible camps that do not participate in other Federal child nutrition meal service programs.
Child Nutrition	633	10.558	Child & Adult Care Food Program (CACFP)	Reimbursement	The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating childcare centers, day care homes, and adult day care centers.
Child Nutrition	634	10.559	Summer Food Service Program	Reimbursement	The Summer Food Service Program also known as "Summer Meals" is available in hundreds of communities throughout Oregon, offering free meals and snacks to ALL kids 1-18.
Child Nutrition	635	10.579	NSLP Equipment Assistance	Competitive	Provides funding to support the upgrading and improvement of equipment used primarily in the National School Lunch/School Breakfast Program.
Child Nutrition	636	10.582	Fresh Fruit & Vegetable Program	Allocation	USDA program providing free fresh fruits and vegetables during the school day to improve student health.

Cluster	COA Code	ALN	Name	Award Type	Description
Child Nutrition	637	10.185	Local Food for Schools Cooperative Agreement	Cooperative agreement	USDA funds to purchase local/regional foods for school meal programs.
Child Nutrition	638	10.561	State Administrative Matching Grants for the Supplemental Nutrition Assistance Program	Reimbursement	Provides federal financial participation (matching funds) to state agencies for the administrative costs required to operate SNAP.
Child Nutrition	639	10.575	Farm to School Grant Program	Competitive / discretionary	Increases local food sourcing in Child Nutrition Programs and expands student agricultural education through gardens, taste tests, and field trips.
Child Nutrition	640	10.649	Pandemic Ebt Administrative Costs	Reimbursement	Supports costs related to issuing food benefits to households with children who missed out on free or reduced-price school meals due to COVID-19 school closures or remote learning
Early Childhood & Child Care	650	93.600	Head Start / Early Head Start	Competitive	Comprehensive early-childhood education, health, and nutrition for low-income children.
Early Childhood & Child Care	651	93.596	Child Care & Development Fund - Mandatory & Matching	Formula	Mandatory/matching CCDF child-care development funds.
Early Childhood & Child Care	652	93.575	Child Care & Development Block Grant (CCDBG)	Formula	Child-care subsidy and quality funds passed through to eligible programs.
Early Childhood & Child Care	653	93.870	Maternal, Infant & Early Childhood Home Visiting Grant	Competitive / discretionary	Funds voluntary, evidence-based home visits for pregnant women and families with young children living in at-risk communities.
School Health & Behavioral Health	660	93.778	School-Based Health Services (SBHS) Medicaid	Reimbursement	Allows an education agency (EA) to enroll as a school medical provider and leverage Medicaid for reimbursement for the cost of covered health services provided to Medicaid-enrolled children and young adults aged birth through 21.
School Health & Behavioral Health	661	84.184	Strengthening Mental Health in Education (Community Care Demo)	Competitive	Strengthening Mental Health in Education (Community Care Demonstration Project). Supports community-based health, education, and care coordination to address student and family needs.
School Health & Behavioral Health	662	93.243	Substance Abuse & Mental Health Services Projects of Regional & National Significance	Competitive / discretionary	Addresses priority substance abuse treatment, prevention, and mental health needs of regional and national significance
School Health & Behavioral Health	663	93.079	Cooperative Agreements to Promote Adolescent Health Through School-Based Hiv/Std Prevention & School-Based Surveillance	Competitive / discretionary	Promoting Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health
School Health & Behavioral Health	664	93.981	Improving Student Health & Academic Achievement Through Nutrition, Physical Activity & the Management of Chronic Conditions In Schools	Reimbursement	CDC cooperative agreements helping state and local education/health agencies strengthen school nutrition and physical activity environments and improve management of chronic conditions (asthma, food allergies, diabetes, etc.) to support student health and academic achievement.

Cluster	COA Code	ALN	Name	Award Type	Description
School Health & Behavioral Health	665	93.354	Public Health Emergency Response: Cooperative Agreement for Emergency Response: Public Health Crisis Response	Competitive / discretionary	Provides rapid, flexible funding to state, local, tribal, and territorial health departments to mount public health responses to identified crises and emergencies such as disease outbreaks and disasters.
School Health & Behavioral Health	666	93.788	Opioid Str	Competitive / discretionary	Formula grants to states and territories to address the opioid crisis by increasing access to FDA-approved medications for opioid use disorder and supporting prevention, harm reduction, treatment, and recovery services. Continued as the State Opioid Response (SOR) program.
School Health & Behavioral Health	667	93.959	Block Grants for Prevention & Treatment of Substance Abuse	Formula	Formula block grant to states and territories to plan, carry out, and evaluate substance use disorder prevention, treatment, and recovery support services.
School Health & Behavioral Health	668	93.998	Autism & Other Developmental Disabilities, Surveillance, Research, & Prevention	Competitive / discretionary	Supports monitoring/surveillance, applied research, and prevention activities related to autism spectrum disorder and other developmental disabilities.
School Health & Behavioral Health	669	93.970	Health Professions Recruitment Program for Indians	Competitive / discretionary	Grants to recruit American Indians and Alaska Natives into the health professions and support related education and training.
School Health & Behavioral Health	670	93.276	Drug-Free Communities Support Program Grants	Competitive / discretionary	Grants to community anti-drug coalitions to prevent and reduce youth substance use by mobilizing local resources across multiple sectors.
School Health & Behavioral Health	671	93.235	Title V State Sexual Risk Avoidance Education (Title V State Srae) Program	Competitive / discretionary	Formula grants to states to provide sexual risk avoidance (abstinence-focused) education to youth, emphasizing avoidance of risk behaviors.
School Health & Behavioral Health	672	93.297	Teenage Pregnancy Prevention Program	Competitive / discretionary	Competitive grants to reduce teen pregnancy through the replication of evidence-based programs and the development/testing of new approaches.
School Health & Behavioral Health	673	93.212	Chiropractic Demonstration Project Grants	Competitive / discretionary	Demonstration grants supporting the development and expansion of chiropractic education and its integration into health care settings.
School Health & Behavioral Health	674	93.391	Activities to Support State, Tribal, Local & Territorial (Stlt) Health Department Response to Public Health Or Healthcare Crises	Competitive / discretionary	Funds to strengthen the capacity of state, tribal, local, and territorial health departments to prepare for and respond to public health and healthcare crises (a COVID-19-era listing).
Health & Human Services	680	93.658	Foster Care - Title IV-E	Reimbursement	Federal reimbursement for foster-care costs; reported by districts serving foster youth.
Health & Human Services	681	93.558	Temporary Assistance for Needy Families	Competitive / discretionary	Block grant to states, territories, and tribes providing time-limited cash assistance and work supports to needy families with children, with the goals of promoting work, reducing dependency, and supporting two-parent families.
Health & Human Services	682	93.556	Marylee Allen Promoting Safe & Stable Families Program	Competitive / discretionary	Grants to states and tribes for family preservation, family support, time-limited reunification, and adoption promotion and support services.

Cluster	COA Code	ALN	Name	Award Type	Description
Health & Human Services	683	93.647	Social Services Research & Demonstration	Competitive / discretionary	Funds research and demonstration projects that test and evaluate approaches to improving human services and welfare programs.
Health & Human Services	684	93.324	State Health Insurance Assistance Program	Competitive / discretionary	Grants to states to provide free, unbiased counseling and assistance to Medicare beneficiaries, their families, and caregivers.
Health & Human Services	685	93.667	Social Services Block Grant	Formula	Flexible block grant to states funding a broad range of social services (e.g., child care, protective services, home-based services) aimed at self-sufficiency and preventing/reducing dependency.
Facilities, Environment & Safety	690	66.444	School & Child Care Lead Testing & Reduction (SDWA 1464(d))	Competitive	School and Child Care Lead Testing and Reduction Grant Program (SDWA 1464(d)). Section 1464(d) of the Safe Drinking Water Act (SDWA), as amended by section 2107 of the 2016 Water Infrastructure Improvements for the Nation (WIIN) Act, section 2006 of the 2018 America's Water Infrastructure Act (AWIA), and by section 50110 of the 2021 Infrastructure Investment and Job Act (IIJA), authorizes EPA to award grants to states, territories, and Tribal Consortia to provide assistance for lead testing and remediation of drinking water in schools and child care facilities.
Facilities, Environment & Safety	691	66.045	Clean School Bus Program	Competitive (rebate)	EPA rebates/grants to replace older diesel school buses with zero- or low-emission buses (IIJA).
Facilities, Environment & Safety	692	66.818	Brownfields Multipurpose, Assessment, Revolving Loan Fund, & Cleanup Cooperative Agreements	Competitive / discretionary	Grants and cooperative agreements to inventory, assess, clean up, and support the reuse/redevelopment of brownfield sites (properties whose reuse is complicated by contamination).
Facilities, Environment & Safety	693	66.815	Brownfields Job Training Cooperative Agreements	Competitive / discretionary	Grants to recruit, train, and place residents of brownfield-affected communities in environmental assessment and cleanup jobs.
Facilities, Environment & Safety	694	66.040	State Clean Diesel Grant Program	Competitive / discretionary	Funds to states to reduce diesel emissions by retrofitting, repowering, or replacing older diesel engines and vehicles.
Facilities, Environment & Safety	695	66.044	Urban Waters Small Grants	Competitive / discretionary	Small grants to restore and protect urban waters, improve water quality, and support community access and stewardship, especially in underserved communities.
Federal Lands & Forest Revenue	700	10.665	Secure Rural Schools - Schools & Roads, Grants to States	Formula	National-forest receipts distributed for schools and roads (relates to Federal Forest Fees, acct 6682).
Federal Lands & Forest Revenue	701	15.808	U.S. Geological Survey Research & Data Collection	Competitive / discretionary	Cooperative research and data-collection agreements advancing the earth, water, biological, and mapping sciences.
Federal Lands & Forest Revenue	702	10.666	Schools & Roads - Grants to Counties	Formula	Payments to counties from national forest receipts (Secure Rural Schools / 25% Fund) to help fund public schools and roads in counties containing national forest land.
Federal Lands & Forest Revenue	703	15.659	National Wildlife Refuge Fund	Competitive / discretionary	Revenue-sharing payments to counties, in lieu of taxes, for lands within the National Wildlife Refuge System located in those counties.
Emergency & Disaster Relief	710	84.425	Education Stabilization Fund (ESSER/GEER)	Emergency relief (expiring)	COVID-19 relief; winding down â€" recommend 800, no dedicated code.
Emergency & Disaster Relief	711	97.036	Disaster Grants - Public Assistance (Presidentially Declared Disasters)	Competitive / discretionary	Reimburses state, tribal, and local governments and eligible nonprofits for emergency response, debris removal, and the repair/replacement of damaged public infrastructure following a presidentially declared disaster.
Emergency & Disaster Relief	712	97.039	Hazard Mitigation Grant	Competitive / discretionary	Post-disaster funding for projects that reduce the risk of future loss of life and property from natural hazards, made available after a major disaster declaration.
Emergency & Disaster Relief	713	97.137	State & Local Cybersecurity Grant	Competitive / discretionary	Grants to help state, local, and tribal governments manage and reduce cybersecurity risks to their information systems and critical infrastructure.

Cluster	COA Code	ALN	Name	Award Type	Description
			Program Tribal Cybersecurity Grant Program		
Emergency & Disaster Relief	714	97.047	Bric: Building Resilient Infrastructure & Communities	Competitive / discretionary	Pre-disaster hazard mitigation grants supporting state, local, tribal, and territorial resilience projects and capability-building to reduce future disaster risk.
Emergency & Disaster Relief	715	97.086	Homeland Security Outreach, Education, & Technical Assistance	Competitive / discretionary	Provides outreach, education, and technical assistance to build homeland-security awareness and capability among partners and the public.
Emergency & Disaster Relief	716	84.410	Education Job Fund	Competitive / discretionary	One-time (2010) funds provided to states to save or create education jobs, primarily for compensating school-level personnel.
Other Federal	750	16.710	Public Safety Partnership & Community Policing Grants	Competitive / discretionary	Grants to advance community policing through officer hiring, technology, equipment, training, and innovative crime-reduction strategies.
Other Federal	751	20.205	Highway Planning & Construction	Competitive / discretionary	Federal-aid highway formula funds to states for the planning, construction, and improvement of highways, bridges, and related transportation infrastructure.
Other Federal	752	81.086	Conservation Research & Development	Competitive / discretionary	Supports research, development, and demonstration in energy efficiency, renewable energy, and conservation technologies.
Other Federal	753	17.289	Community Project Funding/Congressionally Directed Spending	Competitive / discretionary	Congressionally earmarked (member-directed) funds for specific local workforce, employment, and training projects.
Other Federal	754	12.556	Competitive Grants: Promoting K-12 Student Achievement At Military-Connected Schools	Competitive / discretionary	Grants to local school districts serving military-connected students to improve student achievement and ease challenges related to military life and transitions.
Other Federal	755	47.076	Stem Education (Formerly Education & Human Resources)	Competitive / discretionary	Grants supporting research and programs that strengthen science, technology, engineering, and mathematics (STEM) education and the STEM workforce.
Other Federal	756	12.000	JROTC	Competitive / discretionary	Supports Junior ROTC programs in secondary schools (citizenship, leadership, and character education), including partial funding of instructor costs.
Other Federal	757	20.507	Federal TransitFormula Grants	Formula	Formula funding to urbanized areas for public transportation capital, planning, job-access, and (in eligible areas) operating assistance.
Other Federal	758	84.411	Education Innovation & Research (Formerly Investing In Innovation (I3) Fund)	Competitive / discretionary	Competitive grants to develop, validate, and scale up evidence-based, field-initiated innovations that improve student achievement, especially for high-need students.
Other Federal	759	39.003	Donation of Federal Surplus Personal Property	Competitive / discretionary	Donates surplus federal personal property (equipment, furnishings, vehicles, etc.) to eligible state and local public agencies and qualifying nonprofit organizations through state agencies for surplus property.
Other Federal	760	12.010	Youth Conservation Services	Competitive / discretionary	Supports youth conservation and service work programs, typically involving conservation, resource, and community projects.
Other Federal	761	94.006	Americorps State & National 94.006	Competitive / discretionary	Grants supporting national-service programs that engage AmeriCorps members in meeting community needs in areas such as education, the environment, public safety, and disaster services.

Cluster	COA Code	ALN	Name	Award Type	Description
Other Federal	762	45.310	Grants to States	Formula	Library Services and Technology Act (LSTA) formula grants to state library administrative agencies to improve library services, access to information, and digital inclusion.
Other Federal	763	84.305	Education Research, Development & Dissemination	Competitive / discretionary	Funds rigorous education research and development, and the dissemination of findings, to improve teaching, learning, and student outcomes.
Other Federal		Varies*	Other Federal Grants	(per grant)	All other federal funding not specified.

Program

The Program dimension was created to support consolidated programmatic grant reporting at ODE and enables tracking of programs funded by multiple revenue sources. This dimension is separate from the grant dimension to allow space for more detailed grant reporting and to support reporting on programs with multiple funding streams. Any expenditure that does not have a program can be coded as "0000 – No program assigned". Districts may continue to use historical allocation methods for grant expenditures and program expenditures under this chart of accounts.

0000 NON PROGRAM/OPERATIONAL

Expenditures and activities not attributable to a specific instructional or support program. Includes general operations, custodial services, facilities maintenance, and other non-program costs.

0000 No Program Assigned. Expenditures and activities not attributable to a specific instructional or support program. Includes general operations, custodial services, facilities maintenance, and other non-program costs.

1000 INSTRUCTIONAL PROGRAMS

Programs with instructional focus.

1100 **Instructional Program.** Programs with instructional focus.

Literacy. Programming to ensure that children leave school proficient in reading and writing in one or more languages, with as many opportunities to build on their funds of knowledge in additional languages as possible.

1111 Literacy Curricula & Materials. Curricula & materials for literacy instruction and programming.

1112 Literacy Curricula & Materials Professional Learning. Professional learning activities focused specifically on the implementation, use, and alignment of adopted curriculum & materials, instructional resources, and content standards, including vendor-led or curriculum-specific training.

1113 Literacy Professional Learning & Coaching. Professional learning, coaching, mentoring, and capacity-building activities for educators and staff that are not limited to a specific curriculum, including instructional coaching, leadership development, and general pedagogy.

1114 Literacy High-Dosage Tutoring. Tutoring meeting the high-dosage tutoring and qualified tutor criteria: provided outside of core instruction, at least 2 times per week over a 10-week period, to four or fewer students per instructor.

1115 Literacy Licensed Staff. Salaries and benefits of licensed literacy coaches, specialists, and interventionists. Note: Expenditures for high-dosage tutoring staff should be coded as Literacy High-Dosage Tutoring.

1116 Literacy Extended Learning Programs. Programming that occurs outside of the regular school day, during school breaks, or programming that is home-based.

1117 Literacy Extended Learning Programs - Kindergarten Transition Programming. Programming supporting students' transition from early childhood settings to kindergarten that occurs during the summer months.

College Level Opportunities. Programs ensuring high school students across Oregon have the opportunity to earn college credit while in high school.

1121 College Level Opportunities. Courses offering simultaneous high school and college credit, including AP and IB courses.

1200 **Expanded Learning.** Programs providing out-of-school time learning such as before school, afterschool, summer learning, and intersession programs.

Afterschool or Before School. Programs providing services to students outside of the regular school day during the school year.

1211 Afterschool or Before School Academic Support. Standards-aligned supplemental instruction delivered outside of the regular school day, includes high-dosage tutoring, small group instruction, skill recovery/acceleration. Use when the primary purpose of expenditure is direct, targeted instruction in core academics.

1212 Afterschool or Before School Well-Rounded Learning. Integrated, well-rounded programs delivered outside of the regular school day that combines academic enrichment with high interest hands-on learning (e.g; project-based learning, arts, STEM, PE/Health, service learning, career exploration, field

experiences). tutoring may be included, but not the primary focus of the expenditure.

1213 Equitable Services Afterschool or Before School. Standards-aligned after or before school programming for private school students in equitable service programs.

Summer Learning. Programs providing summer school services for students.

1221 Summer School Academic Support. Academic/enrichment summer courses open to all students.

1222 Summer School Well-Rounded Learning. Integrated, well-rounded programs delivered over the summer that combines academic enrichment with high interest hands-on learning (e.g.; project-based learning, arts, STEM, PE/Health, service learning, career exploration, field experiences). tutoring may be included, but not the primary focus of the expenditure.

1226 Equitable Services Summer Learning. Targeted EL/at-risk interventions during summer for private school students in equitable service programs.

1300 **Early Learning Programs.** Programs serving students who are pre-kindergarten aged.

1311 Head Start / Collaboration Programs. Partnership or braided funding for Head Start programs.

1321 Childcare / Early Childhood Wraparound. Extended day or wraparound early learning and childcare.

1331 Preschool Promise. State-funded preschool programs for eligible families.

1341 Kindergarten Readiness / Transition. Programs supporting students' transition from early childhood settings to kindergarten that happen outside of the summer.

1400 **Career & Technical Education (CTE).** Programs providing occupational, technical, and work-based learning opportunities aligned with career pathways.

1411 Career and Technical Education. Career and technical education programs aligned to industry standards.

1412 Eighth Grade – CTE. Establish or expand an official Career & Technical Education (CTE) Program of study for students who are in 8th grade.

1500 **Alternative Programs.** Serves students who need nontraditional pathways to graduation (credit recovery, alternative schools).

1511 Public Alternative Programs. District-sponsored alternative education programs, including credit recovery, re-engagement programs, or nontraditional settings.

1512 Private Alternative Programs. Services provided through contracted private or non-profit organizations offering alternative education options for students at risk of academic failure, disengagement, or non-completion. These programs operate outside district-managed facilities.

1513 District Alternative Programs. District-operated programs offering nontraditional instructional settings designed to meet the needs of students requiring flexible schedules, individualized instruction, or behavioral or credit-recovery support.

1514 Other Alternative Programs. Alternative education programs that do not fall into the private or district-operated categories, including cooperative or inter-district programs established to serve unique student populations.

2000 SPECIAL PROGRAMS

Programs delivering instructional and related services for students with disabilities or students identified as gifted and talented.

2100 **Programs for the Talented and Gifted.** Special learning experiences for students identified as gifted or talented.

2111 Programs for the Talented and Gifted. Special learning experiences for students identified as gifted or talented.

2200 **Special Education Programs.** Programs delivering instructional and related services for students with disabilities.

2211 Programs for Student with Disabilities. Special Education provides special education and related services and activities to eligible children aged 5 (in kindergarten) through 21 in elementary-secondary special education programs in accordance with IDEA Part B - Section 611.

2212 Extended School Year (ESY). Extended School Year (ESY) refers to special education instruction and related services provided outside the regular school year when required to ensure a student with a disability receives a Free Appropriate Public Education (FAPE) and to prevent significant regression, as determined by the student's Individualized Education Program (IEP).

2213 Early Intervention (EI). Early Intervention provides early intervention special education services to eligible children aged birth to 3 in accordance with IDEA Part C.

2214 Early Childhood Special Education (ECSE). Early Childhood Special Education provides preschool special education services to eligible children aged 3-5 (in preschool) in accordance with IDEA Part B - Section 619.

2215 Parentally Placed Private School Students (PPPS). IDEA dollars used to fund equitable services for students parentally-placed at private schools.

2216 Early Childhood Special Education (ECSE) - Extended Year Services (EYS). Extended Year Services (ESY) refers to extended services that happen in during outside of the traditional school year (summer months, winter or spring break) for children with disabilities ages 3 to eligibility for kindergarten. They are different from general education summer school.

Regional Inclusive Services. Programs providing specialized services, often unavailable locally, including instruction in areas like Braille, sign language, assistive technology, and independent living skills.

2221 Vision Impairment Programs. Regional Inclusive Services programs for vision Impairment.

2222 Deaf or Hard of Hearing Programs. Regional Inclusive Services programs for deaf or hard of hearing.

2223 Autism Programs. Regional Inclusive Services programs for autism.

2224 Traumatic Brain Injury Programs. Regional Inclusive Services for traumatic brain injury.

2225 Orthopedic Impairment Programs. Regional Inclusive Services for orthopedic impairment.

2226 Deafblindness Programs. Regional Inclusive Services for deafblindness.

3000 TARGETED STUDENT SUPPORT

Programs providing additional services for at-risk, English learners, and disadvantaged students (e.g., Title I, EL, interventions).

3100 **Academic Interventions.** Programs targeting at-risk students through remediation, CEIS, and other early intervention services.

3111 Comprehensive/Coordinated Early Intervening Services (C/CEIS). Voluntary services for students needing additional academic or behavioral supports funded by up to 15 percent of IDEA Part B Section 611 and 619. ~~Voluntary and/or mandatory services for students needing additional academic or behavioral supports funded by IDEA, Part B.~~

3112 Comprehensive Coordinated Early Intervening Services (CCEIS Mandatory). Mandatory services for students identified with significant disproportionality based on race or ethnicity needing additional academic or behavioral supports funded by 15 percent of IDEA Part B Section 611 and 619.

3200 **Improving Basic Programs.** Programs that provide targeted assistance, schoolwide services, and family engagement to improve academic outcomes for disadvantaged students.

3211 Targeted Assistance Program. Targeted Assistance Programs differ from Schoolwide Programs in that services are provided only to identified eligible students rather than to all students in a school.

3212 Equitable Services for the Targeted Assistance Program. Targeted assistance through equitable services for identified Title I private school students.

3213 Title I Schoolwide. Title I schoolwide programming

3214 Family–School Engagement Events. Title I activities that increase family participation and communication.

3215 Equitable Services Parent & Family Engagement. Title I activities that increase private school equitable service family participation and communication.

3216 Teen Parent Program. Services and educational programs supporting students who are pregnant or parenting, providing childcare, counseling, and flexible academic scheduling to ensure continued educational progress.

3217 Salary Equalization. Salary Equalization establishes equity in funding between Title I-A funded schools. It is designed to take into account school-by-school variations in personnel costs, such as seniority-pay differentials or fringe benefit differentials. It is intended to address situations where similar per-child amounts would result in different levels of service because the salary and benefit costs of Title I-A staff at one school are higher for the equivalent staff at another Title I-A school.

3300 **Supporting Effective Instruction.** Programs aligning with the Student Success Account initiatives.

Professional Development. Programs to improve student achievement through teacher and principal professional development.

3311 Content Areas. Costs associated with professional learning in academic content areas, STEM, career and technical education.

3312 Using Data and Assessments. Costs associated with data teams/PLCs or professional learning on developing formative assessments.

3313 Educator Evaluation. Costs associated with training on providing feedback, teacher and principal evaluation systems, including costs for data platforms.

3314 School Safety and Climate. Costs associated with improving school conditions, including Social Emotional Learning, PBIS, trauma informed practices, mental health, drug/alcohol abuse prevention/intervention, sexual abuse prevention/intervention.

3315 Instructional Strategies. Strategies to support improved instruction for all students, including focal groups (e.g., English Learners, students experiencing disabilities, TAG).

3316 School Improvement. Costs associated with school improvement planning and interventions.

3317 Equitable Services for Professional Development. Professional development through equitable services for identified private school students.

Recruitment & Retention. Costs associated with recruitment and retention of effective teachers and principals.

3321 Teacher Leadership. Staffing costs for teacher leadership roles, such as instructional coaching, PLC leaders, TOSAs.

3322 Mentoring and Induction. Costs associated with new teacher and new principal onboarding and mentoring.

3323 Educator Incentives. Hiring incentives, such as differential pay/bonuses or reimbursement for endorsement/tuition costs.

3324 Recruitment Activities. Costs associated with development programs for paraeducators, partnerships with educator preparation programs, recruting beyond typical efforts (e.g.,job fairs).

Class Size Reduction. Staffing costs for additional licensed FTE, at grades K-3, where classroom size is reduced to 20 or fewer students for all classrooms in the grade affected.

3331 Class Size Reduction. Staffing costs for additional licensed FTE, at grades K-3, where classroom size is reduced to 20 or fewer students for all classrooms in the grade affected.

Professional Learning Convenings. Convenings for the coordination and provision of professional learning.

3341 Coordinating Body Convenings. Activities contributing to convenings that support the coordination and planning of professional learning.

3342 Networked Learning Convenings. Activities supporting convenings that directly deliver professional learning.

Title II-A Grant Administration. Administrative costs for the Title II-A grant.

3351 Professional Learning Grant Administration. Administrative costs for professional learning grants.

3400 **Dropout Prevention.** Programs focusing on preventing school dropout before high school graduation.

3411 Dropout Prevention. Programs focusing on preventing school dropout before high school graduation.

3412 Eighth Grade - Dropout Prevention. Implementation of drop-out prevention strategies that are evidence based for students who are in 8th grade.

3500 **Migrant Education.** Programs that support the unique educational needs of eligible migrant children and youth.

Migrant Program Student Services. Instructional or other services for migrant students to meet state standards.

3511 Migrant Program Student Services. Instructional or other services for migrant students to meet state standards.

Migrant Program Administrative Services. Migrant program administrative costs.

3512 Migrant Program Administrative Services. Migrant program administrative costs.

3522 Migrant Program Equitable Services. Supplemental ELA, math, science, and social studies instruction for migrant students enrolled in private school equitable service programs.

3600 **Neglected & Delinquent.** Programs providing supplemental services to students in local or state institutions for neglected, delinquent, or at-risk youth.

Academic & Transition Services. Academic and re-entry supports for students in neglected/delinquent facilities.

3611 Title I-D Academic Support. Tutoring and instruction for students in correctional or neglected institutions.

3612 Transition/Re-entry Supports. Services to help youth transition back to local schools or employment.

Professional Development. Professional learning for teachers, principals, and school leaders.

3621 Teacher & Leader PD. Evidence-based PD activities improving instruction.

3622 Equitable Services Professional Development. Evidence-based PD activities improving instruction via equitable services to private schools.

Recruitment & Retention - Neglected & Delinquent. Activities that attract and retain high-quality staff.

3631 Recruitment & Retention. Activities that attract and retain high-quality staff.

3700 **English Language Programs.** Programs providing services to improve English language acquisition.

Language Instruction and Access to Core Instruction. Programs that increase language instruction and access to core subject matter.

3711 Language Instruction. Instructional services designed to support students' language development and proficiency, including English language development and language acquisition supports provided as part of instructional programming.

3712 Access to Core Instruction. Supports and services that enable students to meaningfully access core academic instruction, including accommodations, instructional supports, and access-related services that remove barriers to participation in the general education curriculum.

3713 Equitable Services English Learner Programs. Direct ELD instructional services for EL private school students in equitable service programs.

Immigrant Student Support. Programs that support immigrant students.

3714 Immigrant Student Supports. Services and supports provided to meet the academic, social, emotional, and integration needs of immigrant students, including orientation, family engagement, and targeted student assistance.

3721 Equitable Services Immigrant Student Supports. Orientation, transition, and academic supports for immigrant youth participating in equitable services in a private school.

3722 Dual language and immersion. Programmatic instructional models in which academic content is delivered in two languages or through immersion to support biliteracy, language development, and academic achievement for participating students.

3800 **Student Support & Academic Enrichment.** Programs that support a well-rounded education. Student Support & Academic Enrichment program codes apply only to Title IV–funded activities and are not intended to replace Function or Curriculum~~, or Grade-level coding.~~

Well-Rounded Education. Academic enrichment in subjects beyond ELA/math.

3811 Well-Rounded Ed Supports. Music, arts, STEM, AP/IB, and enrichment courses funded by Title IV.

3812 Equitable Services Well-Rounded Ed Supports. Music, arts, STEM, AP/IB, and enrichment courses at private schools funded by Title IV equitable services.

3813 Increased Instructional Time. Activities that provide more hours or days of instructional time, summer programs, before or after school programs or technological investments that minimize class time for assessments administered to students.

3814 Ongoing Community Engagement. Authentic, ongoing engagement that includes focal student groups and the broader community of students, families, staff, and partners, building on prior conversations, relationships, and commitments.

Healthy and Safe Schools. Activities improving school climate, mental health, and safety.

3821 Healthy and Safe Schools Supports. Mental health, drug prevention, and violence prevention.

3822 Equitable Services Healthy and Safe Schools Supports. Mental health, drug prevention, and violence prevention at private schools through an equitable service program.

Effective Use of Technology. Supports to increase access to technology and digital learning.

3831 Educational Technology Supports. Devices, software, PD for tech integration.

3832 Equitable Services Educational Technology Supports. Devices, software, PD for tech integration at private schools through equitable service programs.

4000 TARGETED STUDENT SUPPORT, CONT.

Programs providing additional services for at-risk, English learners, and disadvantaged students (e.g., Title I, EL, interventions).

4100 **Native Education Supports.** Programs supporting Indian, Native Hawaiian, and Alaska Native students.

4111 Title VI Native Ed Supports. Academic and cultural enrichment for Native students.

4200 **Homeless Education.** Programs supporting the education of homeless children and youth under McKinney-Vento.

Academic Supports - Homeless Education. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.

4211 Tutoring & Supplemental Instruction. Tutoring, supplemental instruction, and enriched educational services aligned to state academic standards for homeless children and youth.

Identification, Evaluation & Enrollment Supports - Homeless Education. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.] or similar State or local programs, programs in career and technical education, and school nutrition programs).

4221 Expedited Evaluations & Eligibility Supports. Expedited evaluations of strengths/needs and eligibility for programs/services (SPED, EL, TAG, Title I, CTE, nutrition, etc.).

4222 Records, Enrollment & Document Fees. Fees/costs to obtain/transfer records needed to enroll (birth certificates, immunization records, transcripts, guardianship, evaluations, etc.).

Staff Capacity & Rights Awareness - Homeless Education. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this part, and the specific educational needs of runaway and homeless youths.

4231 Professional Development for Educators and Support Personnel. Professional development and activities to increase understanding of McKinney-Vento needs, rights, and educational needs of homeless children and youth.

Health & Specialized Support Referrals - Homeless Education. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.

4241 Health Referral Services. Referral services for medical, dental, mental health, and other health services.

4242 Specialized Instructional Support & Counseling. Specialized instructional support services (including violence prevention counseling) and referrals for such services.

Transportation Assistance - Homeless Education. The provision of assistance to defray the excess cost of transportation for students under section 11432(g)(4)(A) of this title, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 11432(g)(3) of this title.

4251 Excess Cost Transportation. Assistance to defray excess transportation costs necessary to attend school of origin/selected school when not otherwise funded.

Early Childhood Supports - Homeless Education. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.

4261 Early Childhood Programming Supports. Developmentally appropriate early childhood education supports for preschool-aged homeless children when not otherwise provided.

Outreach, Engagement & Re-Engagement - Homeless Education. The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.

4271 Outreach and Engagement. Services/assistance to attract, engage, and retain homeless children/youth, especially those not enrolled.

4272 OST, Mentoring & Summer Learning Supports. Before/after-school, mentoring, and summer programs providing tutoring/homework help/supervision.

Family Engagement & Coordination - Homeless Education. The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.

4281 Parent/Guardian Education & Involvement. Training and activities to increase parent/guardian involvement and awareness of rights/resources.

4282 Interagency Coordination. Coordination between schools and agencies providing services to homeless children and youth.

Basic Needs & Barrier Removal - Homeless Education. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

4291 School Supplies Distribution. School supplies distributed at shelters/temporary housing or other locations.

4292 Non-School Facility Space & Supplies. Adaptation of space and purchase of supplies for non-school facilities used to provide MV services.

4293 Crisis-Related Supports (DV, Family Mental Health, Substance Abuse). Activities addressing needs arising from domestic violence and parental mental health or substance abuse issues impacting students' access/participation.

4294 Emergency Assistance to Remove Barriers. Other extraordinary/emergency assistance needed to enable attendance and full participation. Use sparingly with documentation and allowability support.

5000 COMMUNITY & ENRICHMENT PROGRAMS

Activities that provide educational, cultural, recreational, or enrichment opportunities for students and the broader community beyond the regular K–12 instructional program. Includes adult education, family engagement initiatives, and community partnerships that use district facilities or resources to support lifelong learning and community involvement.

5100 **Community & Enterprise Programs.** Programs providing community education, enterprise operations, and cultural/recreational activities.

Community Education. Programs providing educational services to the broader community.

5111 Community Learning Programs. Educational programs open to the broader community.

5112 Family Workshops & Events. Family-focused workshops and informational events.

Enterprise Operations. Fee-based programs operated by schools (e.g., bookstore, athletics concessions).

5121 School-Run Enterprises. Fee-based operations (e.g., bookstore, concessions, rentals).

5122 Enterprise Admin & Billing. Budgeting, billing, and compliance for enterprise operations.

Cultural & Recreational Programs. Community-oriented arts, music, and recreational activities.

5131 Community Recreation. Recreation programs (sports, fitness, games) for community use.

5132 Community Arts & Music. Arts and music programs/events for community participants.

Student Leadership & Activities (ASB). Student Leadership & Activities (Associated Student Body - ASB) encompasses student-led programs, organizations, clubs, athletics,

events, and leadership activities that promote student engagement, school spirit, citizenship, and personal development. Funds and resources are used to support extracurricular activities that are planned, managed, and benefited by students under school district oversight. EA's have 98 codes to customize, ODE to summarize at the 5X01 level.

5201-5299 Athletics (Extracurricular) – Teams. Accounts for individual athletic team activities, including revenues from participation fees, ticket sales, and expenditures such as uniforms, equipment, travel, and officiating costs. Used to track the financial activity of each sports team.

5301-5399 Athletics (Extracurricular) – Operations. Covers general athletic department operations that support multiple teams, such as facility maintenance, league fees, shared equipment, insurance, and administrative costs. Used when expenses or revenues are not specific to one team.

5401-5499 Student Classes & Fees – Class Accounts. Represents funds maintained by specific grade-level or graduating classes (e.g., Class of 2025). Includes revenues from class fundraisers and expenditures for class activities, events, and senior projects.

5501-5599 524 Student Classes & Fees – Course & Testing Fees. Used for specific course-related fees or testing fees collected from students (e.g., lab fees, art supplies, Advanced Placement testing). Tracks restricted revenues and related expenditures to ensure they are used for the intended purpose.

5601-5699 Clubs & Organizations. Captures revenues and expenditures for recognized student clubs or organizations (e.g., Drama Club, Robotics, Student Council). Used to monitor club activity and ensure funds are spent in alignment with club purposes.

59200 **Recovery Programming.** Provides students with a specialized high school education experience tailored to meet the needs of students with substance use and co-occurring behavioral health challenges.

59211 Recovery Programming. Provides students with a specialized high school education experience tailored to meet the needs of students with substance use and co-occurring behavioral health challenges.

6000 ADULT & CONTINUING EDUCATION

Programs offering adult basic education, ESL, GED, workforce development, and postsecondary transition opportunities.

6100 **Adult Basic Education.** Programs providing foundational adult education, ESL, and high school equivalency services.

Adult Basic Education. Instruction for adults in reading, writing, math, and life skills.

6111 Adult Literacy. Reading/writing literacy for adults.

6112 Adult Numeracy & Digital Basics. Math and essential digital skills for adults.

English as a Second Language (Adult). Instruction in English for adult learners who are non-native speakers.

6121 Adult ESL. English language instruction for adult learners.

6122 ESL Civics / Community English. ESL with a focus on civic participation and community navigation.

High School Equivalency. Preparation for GED or other equivalency certification.

6131 GED Preparation. Preparation for GED/HSE assessments.

6132 HSE Readiness Workshops. Test-readiness seminars and study supports.

6200 **Continuing & Postsecondary Transition.** Programs supporting continuing education, workforce training, and postsecondary transition for adults and high school graduates.

Postsecondary Transition. Programs supporting students' transition from high school to higher education or workforce.

6211 Postsecondary Transition Planning. Planning and navigation for college, training, or workforce entry.

6212 College & Career Readiness Workshops. Application, financial-aid, and readiness seminars.

Continuing Education. Community-based continuing education for lifelong learning.

6221 Community Education Courses. Community-based continuing education offerings.

6222 Lifelong Skills Workshops. Noncredit personal/professional skill development.

Workforce Training. Adult training programs aligned to workforce and employer needs.

6231 Workforce Certification. Training aligned to industry credentials.

6232 Employment Readiness Bootcamps. Job-search, interviewing, and workplace skills.

7000 CHILD NUTRITION

Programs providing meal services, nutrition education, and compliance oversight during school year and summer.

7100 **Child Nutrition.** Programs providing nutritious meals and snacks to eligible children and adults.

7111 Food Service – Operations. Child Nutrition programming operations.

7112 Food Service – Administration. Child Nutrition programming administration.

Location Dimension

The Location dimension supports the coding of expenditures to buildings aligned to the Oregon Department of Education's Institution Directory. ODE recommends using the Institution Lookup Search for more detail about each location. ESDs and other education agencies may continue using existing methods to allocate expenditures by location.

0001 Baker Middle School
0002 Brooklyn Primary School
0004 Haines Elementary School
0005 Keating Elementary School
0007 South Baker Intermediate School
0008 Baker High School
0015 Pine Eagle Charter School
0017 Alsea Charter School
0018 Blodgett Elementary School
0020 Philomath Elementary School
0021 Philomath Middle School
0022 Philomath High School
0027 Adams Elementary School
0028 Cheldelin Middle School
0030 Garfield Elementary School
0033 Bessie Coleman Elementary School
0035 Kathryn Jones Harrison Elementary School
0036 Lincoln Elementary School
0037 Mt View Elementary School
0038 Linus Pauling Middle School
0039 Letitia Carson Elementary School
0040 Corvallis High School
0041 Crescent Valley High School
0042 Childrens Farm Home
0043 Monroe High School
0045 Cedaroak Park Primary School
0046 Inza R Wood Middle School
0047 Stafford Primary School
0048 Sunset Primary School
0051 West Linn High School
0053 Forest Hills Elementary School
0054 Hallinan Elementary School
0055 Lake Grove Elementary School
0056 River Grove Elementary School
0058 Westridge Elementary School
0059 Lake Oswego Middle School
0060 Lakeridge Middle School
0061 Lake Oswego High School
0062 Lakeridge High School
0065 Bilquist Elementary School
0072 Whitcomb Elementary School
0076 Riverside Elementary School
0078 Sunnyside Elementary School
0079 View Acres Elementary School
0084 Rowe Middle School
0085 Clackamas High School
0086 Milwaukie High School
0087 Putnam High School
0088 Welches Elementary School
0090 Deep Creek – Damascus K-8 School
0092 Carus School
0093 Clarkes Elementary School
0094 Molalla Elementary School
0095 Molalla River Middle School
0096 Naas Elementary School
0097 Boring Middle School
0099 Kelso Elementary School
0100 Sandy Grade School
0101 Firwood Elementary School
0102 Cedar Ridge Middle School

0103 Colton Elementary School
0104 Colton High School
0105 Beavercreek Elementary School
0106 Candy Lane Elementary School
0107 Holcomb Elementary School
0109 Gaffney Lane Elementary School
0110 Jennings Lodge Elementary School
0114 John McLoughlin Elementary School
0115 Gardiner Middle School
0116 Tumwata Middle School
0118 Oregon City Senior High School
0119 Butte Creek Elementary School
0121 Mulino Elementary School
0122 William Knight Elementary School
0124 Howard Eccles Elementary School
0127 Ninety-One School
0128 Rural Dell Elementary School
0131 Clackamas River Elementary School
0132 River Mill Elementary School
0134 Estacada Middle School
0135 Estacada High School
0136 John Wetten Elementary School
0137 Walter L Kraxberger Middle School
0138 Gladstone High School
0139 Redland Elementary School
0140 Canby High School
0141 Sandy High School
0142 Molalla High School
0143 Astor Elementary School
0144 Astoria Middle School
0146 Astoria Senior High School
0147 Lewis & Clark Elementary School
0150 Seaside Middle School
0152 Pacific Ridge Elementary School
0154 Seaside High School
0156 Warrenton Grade School
0157 Warrenton High School
0158 Grant Watts Elementary School
0159 Otto Petersen Elementary School
0160 Warren Elementary School
0161 Scappoose Middle School
0162 Scappoose High School
0163 Clatskanie Elementary School
0166 Hilda Lahti Elementary School
0168 Clatskanie Middle/High School
0169 Knappa High School
0171 Hudson Park Elementary School
0174 Rainier Jr/Sr High School
0176 Mist Elementary School
0177 Vernonia Elementary School
0178 Vernonia High School
0179 Columbia City School
0182 McBride Elementary School
0184 St Helens Middle School
0185 St Helens High School
0189 Lincoln School of Early Learning
0191 Coquille Junior Senior High
0192 Eastside School
0196 Madison Elementary School
0197 Millicoma School
0199 Sunset School
0201 Marshfield Senior High School
0204 Hillcrest Elementary School
0205 North Bay Elementary School
0208 North Bend Middle School
0209 North Bend Senior High School
0210 Powers Elementary School
0211 Powers High School
0214 Myrtle Crest School
0215 Myrtle Point High School
0216 Harbor Lights Middle School
0217 Ocean Crest Elementary School
0218 Bandon Senior High School
0219 Crooked River Elementary School

0222 Paulina School
0223 Powell Butte Community Charter School
0224 Crook County Middle School
0225 Crook County High School
0228 Driftwood Elementary School
0229 Pacific High School
0231 Riley Creek Elementary School
0235 Azalea Middle School
0236 Kalmiopsis Elementary School
0237 Brookings-Harbor High School
0239 Gold Beach Jr/Sr High School
0240 Sagebrush
0241 Bear Creek Elementary School
0242 Cascade Middle School
0245 LaPine Elementary School
0246 Juniper Elementary School
0247 R E Jewell Elementary School
0249 Pilot Butte Middle School
0250 Buckingham Elementary School
0251 Bend Senior High School
0252 Mountain View Senior High School
0253 LaPine Senior High School
0256 Sage Elementary School
0258 John Tuck Elementary School
0259 M A Lynch Elementary School
0260 Terrebonne Community School
0261 Tumalo Community School
0262 Obsidian Middle School
0263 Redmond High School
0264 Sisters Elementary School
0265 Brothers Elementary School
0266 Oakland Middle School
0267 Oakland Elementary School
0268 Oakland High School
0269 Eastwood Elementary School
0270 Fir Grove Elementary School
0271 Fullerton IV Elementary School
0272 Green Elementary School
0273 Hucrest Elementary School
0274 Melrose Elementary School
0276 Sunnyslope Elementary School
0277 Winchester Elementary
0278 John C Fremont Middle School
0279 Joseph Lane Middle School
0280 Roseburg High School
0282 Glide Elementary School
0284 Glide Middle School
0285 Glide High School
0289 Canyonville School
0290 Myrtle Creek Elementary School
0291 Coffenberry Middle School
0292 Tri City Elementary School
0293 South Umpqua High School
0296 North Douglas Elementary School
0297 North Douglas High School
0299 Yoncalla Elementary School
0300 Yoncalla High School
0302 Elkton Charter School
0304 Riddle Elementary School
0305 Riddle High School
0307 Glendale Community Charter School Pre-K-12
0310 Reedsport Community Charter School
0311 McGovern Elementary School
0313 Lookingglass Elementary School
0315 Winston Middle School
0316 Douglas High School
0318 East Sutherlin Primary School
0319 Sutherlin Middle School
0320 West Sutherlin Intermediate
0321 Sutherlin High School
0323 Arlington Community Charter School

0325 Condon Elementary School
0326 Condon High School
0327 Humbolt Elementary School
0330 Seneca Elementary School
0331 Grant Union Junior/Senior High School
0342 Henry L Slater Elementary School
0346 Crane Elementary School
0347 Pine Creek Elementary School
0348 Diamond Elementary School
0349 Suntex Elementary School
0350 Drewsey Elementary School
0351 Frenchglen Elementary School
0352 Double O Elementary School
0355 Hines Middle School
0357 Fields Elementary School
0358 Crane Union High School
0359 Burns High School
0361 Hood River Middle School
0362 May Street Elementary School
0363 Mid Valley Elementary School
0364 Parkdale Elementary School
0366 Westside Elementary School
0367 WyEast Middle School
0369 Hood River Valley High School
0370 Orchard Hill Elementary School
0371 Phoenix Elementary School
0372 Talent Elementary School
0373 Talent Middle School
0374 Phoenix High School
0375 Bellview Elementary School
0377 Helman Elementary School
0379 Walker Elementary School
0380 Ashland Middle School
0381 Ashland High School
0382 Central Point Elementary School
0383 Jewett Elementary School
0384 Patrick Elementary School
0385 Richardson Elementary School
0386 Sams Valley Elementary School
0387 Hanby Middle School
0388 Scenic Middle School
0389 Crater High School
0390 Hillside Elementary
0393 Shady Cove School
0394 Table Rock Elementary
0396 Eagle Point Middle School
0397 Eagle Point High School
0399 Rogue River Elementary School
0401 Rogue River Junior/Senior High
0402 Applegate Elementary School
0406 Butte Falls Charter School
0407 Pinehurst Elementary School
0408 Griffin Creek Elementary School
0409 Hoover Elementary School
0410 Howard Elementary School
0411 Jackson Elementary School
0412 Jacksonville Elementary School
0413 Jefferson Elementary School
0414 Lone Pine Elementary School
0415 Oak Grove Elementary School
0416 Kennedy Elementary School
0417 Roosevelt Elementary School
0418 Ruch Outdoor Community School
0419 Washington Elementary School
0420 Wilson Elementary School
0421 Hedrick Middle School
0422 McLoughlin Middle School
0423 South Medford High School
0424 North Medford High School
0425 Culver Elementary School
0426 Culver High School
0427 Ashwood Elementary School
0428 Black Butte School

0429 Buff Elementary School
0430 Madras Elementary School
0431 Metolius Elementary School
0432 Warm Springs K-8 Academy
0434 Madras High School
0435 Allen Dale Elementary School
0436 Highland Elementary School
0437 Lincoln Elementary School
0438 North Middle School
0439 Redwood Elementary School
0440 Riverside Elementary School
0441 South Middle School
0442 Grants Pass High School
0443 Evergreen Elementary School
0444 Fleming Middle School
0445 Fruitdale Elementary School
0446 Ft Vannoy Elementary School
0448 Lincoln Savage Middle School
0449 Lorna Byrne Middle School
0450 Madrona Elementary School
0451 Manzanita Elementary School
0453 Williams Elementary School
0455 Hidden Valley High School
0456 Illinois Valley High School
0457 North Valley High School
0459 Joseph Conger Elementary School
0461 Mills Elementary School
0462 Pelican Elementary School
0463 Ponderosa Middle School
0465 Roosevelt Elementary School
0467 Bonanza Elementary School
0468 Chiloquin Elementary School
0470 Ferguson Elementary School
0471 Gearhart Elementary School
0472 Gilchrist Elementary School
0473 Henley Elementary School
0474 Keno Elementary School
0475 Malin Elementary School
0476 Merrill Elementary School
0477 Peterson Elementary School
0478 Shasta Elementary School
0479 Stearns Elementary School
0480 Brixner Junior High School
0481 Henley Middle School
0482 Bonanza Junior/Senior High School
0483 Chiloquin High School
0484 Gilchrist Junior/Senior High School
0485 Henley High School
0486 Lost River High School
0487 Klamath Union High School
0488 Mazama High School
0489 Union Elementary School
0490 Fremont/Hay Elementary School
0491 Daly Middle School
0492 Lakeview Senior High School
0497 Plush Elementary School
0498 Adel Elementary School
0500 Pleasant Hill Elementary School
0502 Pleasant Hill High School
0503 Adams Elementary School
0504 Awbrey Park Elementary School
0506 Cal Young Middle School
0507 Coburg Community Charter School
0510 Edison Elementary School
0513 Gilham Elementary School
0515 Howard Elementary School
0518 Kelly Middle School
0519 Kennedy Middle School
0520 Madison Middle School
0522 McCornack Elementary School
0524 Monroe Middle School
0525 River Road/El Camino del Rio Elementary School
0526 Roosevelt Middle School

0528 Spencer Butte Middle School
0529 Spring Creek Elementary School
0530 Twin Oaks Elementary School
0534 Willagillespie Elementary School
0536 North Eugene High School
0538 Sheldon High School
0539 South Eugene High School
0540 Churchill High School
0542 Briggs Middle School
0544 Centennial Elementary School
0545 Douglas Gardens Elementary School
0546 Elizabeth Page Elementary School
0548 Guy Lee Elementary School
0549 Hamlin Middle School
0550 Maple Elementary School
0553 Ridgeview Elementary School
0554 Mt Vernon Elementary School
0556 Thurston Elementary School
0557 Thurston Middle School
0558 Walterville Elementary School
0559 Yolanda Elementary School
0560 Springfield High School
0561 Thurston High School
0563 Elmira Elementary School
0564 Fern Ridge Middle School
0566 Veneta Elementary School
0567 Elmira High School
0568 Mapleton Elementary School
0569 Mapleton Jr/Sr High School
0570 Creslane Elementary School
0571 Creswell Middle School
0572 Creswell High School
0573 Bohemia Elementary School
0574 Dorena School
0576 Harrison Elementary School
0578 London School
0579 Lincoln Middle School
0580 Cottage Grove High School
0581 Cascade Middle School
0583 Danebo Elementary School
0584 Fairfield Elementary School
0585 Irving Elementary School
0586 Malabon Elementary School
0587 Shasta Middle School
0588 Willamette High School
0589 Applegate Elementary School
0592 Crow High School
0594 McKenzie River Community School
0595 Laurel Elementary School
0596 Oaklea Middle School
0597 Junction City High School
0598 Lundy Elementary School
0599 Lowell Junior/Senior High School
0600 Oakridge Elementary School
0601 Oakridge Junior High School
0602 Oakridge High School
0603 Marcola Elementary School
0604 Mohawk High School
0608 Siuslaw Middle School
0609 Siuslaw Elementary School
0610 Siuslaw High School
0611 Toledo Elementary School
0615 Newport Middle School
0617 Oceanlake Elementary School
0618 Yaquina View Elementary
0620 Taft Elementary School
0621 Taft Middle School
0622 Toledo Jr. High
0623 Crestview Heights School
0624 Waldport Middle School
0625 Sam Case Elementary
0627 Newport High School
0628 Taft High School
0629 Toledo Senior High School

0630 Waldport High School
0631 Central Elementary School
0632 Calapooia Middle School
0633 Meadow Ridge Elementary
0636 Periwinkle Elementary School
0637 North Albany Elementary School
0638 North Albany Middle School
0639 Oak Grove Elementary School
0640 Lafayette Elementary School
0641 Liberty Elementary School
0642 Memorial Middle School
0643 Oak Elementary School
0644 Sunrise Elementary School
0645 South Shore Elementary School
0646 Tangent Elementary School
0647 Takena Elementary School
0648 Waverly Elementary School
0649 West Albany High School
0650 South Albany High School
0652 Cascades School
0653 Green Acres School
0656 Mari-Linn School
0658 Hamilton Creek School
0659 Harrisburg Elementary School
0662 Foster Elementary School
0663 Hawthorne Elementary School
0664 Holley Elementary School
0666 Oak Heights Elementary School
0668 Sweet Home Junior High School
0669 Sweet Home High School
0671 Lacomb School
0674 Seven Oak Middle School
0676 Centennial Elementary School
0677 Scio Middle School
0678 Scio High School
0681 Santiam Elementary School
0683 Santiam Junior/Senior High School
0687 Central Linn High School
0688 Lebanon High School
0689 Harrisburg High School
0691 Jordan Valley Elementary School
0692 Alameda Intermediate School
0694 Aiken Elementary School
0696 May Roberts Primary School
0698 Ontario Middle School
0699 Ontario High School
0700 Juntura Elementary School
0701 Vale Elementary School
0702 Nyssa Elementary School
0703 Nyssa Middle School
0704 Nyssa High School
0705 Annex Charter School
0706 Willowcreek Elementary School
0707 Adrian Elementary School
0708 Adrian High School
0711 W W Jones Elementary School
0712 Jordan Valley High School
0713 Vale High School
0714 Mark Twain Elementary
0715 Silverton Middle School
0716 Robert Frost Elementary School
0717 Sublimity School
0718 Evergreen Elementary School
0719 Aumsville Elementary School
0721 Jefferson Elementary School
0722 Jefferson Middle School
0723 Jefferson High School
0724 North Marion Intermediate School
0725 North Marion Middle School
0726 North Marion High School
0728 Auburn Elementary School
0731 Brush College Elementary School
0732 Bush Elementary School
0733 Candalaria Elementary School

0734 Clear Lake Elementary School
0735 Cummings Elementary School
0736 Englewood Elementary School
0737 Wright Elementary School
0738 Four Corners Elementary School
0740 Grant Community School
0741 Scott Elementary School
0743 Highland Elementary School
0744 Hoover Elementary School
0745 Gubser Elementary School
0746 Kennedy Elementary School
0747 Keizer Elementary School
0749 Liberty Elementary School
0750 McKinley Elementary School
0751 Eyre Elementary School
0753 Morningside Elementary School
0754 Myers Elementary School
0755 Hayesville Elementary School
0756 Pringle Elementary School
0757 Richmond Elementary School
0759 Salem Heights Elementary School
0760 Schirle Elementary School
0761 Sumpter Elementary School
0762 Swegle Elementary School
0763 Washington Elementary School
0764 Yoshikai Elementary School
0765 Judson Middle School
0766 Leslie Middle School
0767 Parrish Middle School
0768 Waldo Middle School
0769 Walker Middle School
0770 Whiteaker Middle School
0771 McKay High School
0772 McNary High School
0773 North Salem High School
0774 Sprague High School
0775 South Salem High School
0776 Gervais Elementary School
0777 Victor Point Elementary School
0778 St Paul Elementary School
0779 St Paul High School
0780 Pratum Elementary School
0784 Bethany Charter School
0785 Scotts Mills Elementary School
0786 Gervais Middle School
0788 Stayton Elementary School
0789 Stayton Middle School
0790 Turner Elementary School
0792 Mt Angel Middle School
0793 St Marys Public School
0794 John F Kennedy High School
0795 Silver Crest Elementary School
0796 Nellie Muir Elementary School
0797 Washington Elementary School
0800 Woodburn High School
0806 Cloverdale Elementary School
0807 Central Howell Elementary School
0808 Gervais High School
0809 Stayton High School
0810 Cascade Junior High School
0811 Cascade Senior High School
0812 Silverton High School
0813 A C Houghton Elementary School
0814 Sam Boardman Elementary School
0815 Heppner Elementary School
0817 Irrigon Junior/Senior High School
0818 Heppner Junior/Senior High School
0820 Riverside Junior/Senior High School
0822 Abernethy Elementary School
0823 Ainsworth Elementary School
0824 Alameda Elementary School
0826 Arleta Elementary School
0827 Astor Elementary School
0828 Atkinson Elementary School

0829 Rosa Parks Elementary School
0830 Beach Elementary School
0831 Beaumont Middle School
0833 Boise-Eliot Elementary School
0834 Bridger Creative Science School
0835 Bridlemile Elementary School
0837 Buckman Elementary School
0838 Capitol Hill Elementary School
0839 Chapman Elementary School
0840 Chief Joseph Elementary School
0841 César Chávez K-8 School
0842 Harrison Park School
0843 Creston Elementary School
0844 Duniway Elementary School
0847 Faubion Elementary School
0849 George Middle School
0850 Glencoe Elementary School
0852 Gray Middle School
0854 Grout Elementary School
0855 Hayhurst Elementary School
0857 Beverly Cleary School
0858 Hosford Middle School
0861 Irvington Elementary School
0862 James John Elementary School
0863 Kellogg Middle School
0864 Kelly Elementary School
0866 Dr. Martin Luther King Jr. School
0868 Laurelhurst Elementary School
0869 Lee Elementary School
0870 Lent Elementary School
0871 Lewis Elementary School
0872 Llewellyn Elementary School
0873 Maplewood Elementary School
0875 Marysville Elementary School
0877 Mt Tabor Middle School
0878 Ockley Green Middle School
0879 Peninsula Elementary School
0880 Souther School
0883 Richmond Elementary School
0884 Rigler Elementary School
0885 Roseway Heights School
0886 Sabin Elementary School
0887 Scott Elementary School
0888 Sellwood Middle School
0889 Sitton Elementary School
0890 Skyline Elementary School
0892 Stephenson Elementary School
0893 Sunnyside Environmental School
0894 Harriet Tubman Middle School
0895 Vernon Elementary School
0896 Vestal Elementary School
0898 West Sylvan Middle School
0900 Whitman Elementary School
0902 Woodlawn Elementary School
0903 Woodmere Elementary School
0904 Woodstock Elementary School
0906 Benson Polytechnic High School
0908 Kuumba School
0909 Cleveland High School
0911 Franklin High School
0912 Grant High School
0913 Jefferson High School
0914 Lincoln High School
0915 Leodis V. McDaniel High School
0916 Metropolitan Learning Center
0918 Roosevelt High School
0922 Ida B. Wells-Barnett High School
0925 Prescott Elementary School
0926 Russell Elementary
0927 Sacramento Elementary School
0928 Shaver Elementary School
0930 Parkrose Middle School
0931 Parkrose High School
0932 Dexter McCarty Middle School

0933 East Gresham Elementary School
0934 Gordon Russell Middle School
0935 Highland Elementary School
0936 Hall Elementary School
0937 Hollydale Elementary School
0938 North Gresham Elementary School
0939 Powell Valley Elementary School
0941 East Orient Elementary School
0942 West Orient Middle School
0943 Alder Elementary School
0945 Fairview Elementary School
0946 Glenfair Elementary School
0947 Hartley Elementary School
0948 Margaret Scott Elementary School
0949 Davis Elementary School
0950 Sweetbriar Elementary School
0951 Troutdale Elementary School
0952 Wilkes Elementary School
0953 Kerr Youth Center/Wynne Watts School
0954 Hauton B Lee Middle School
0957 Reynolds High School
0958 Sauvie Island School
0959 Meadows Elementary
0960 Centennial Middle School
0963 Parklane Elementary School
0964 Patrick Lynch Elementary
0965 Powell Butte Elementary School
0966 Pleasant Valley Elementary School
0967 Centennial High School
0972 Cherry Park Elementary School
0973 Gilbert Heights Elementary School
0974 Gilbert Park Elementary School
0975 Lincoln Park Elementary School
0976 Menlo Park Elementary School
0977 Mill Park Elementary School
0978 Ventura Park Elementary School
0979 West Powellhurst Elementary School
0980 Alice Ott Middle School
0981 Floyd Light Middle School
0983 David Douglas High School
0985 Riverdale Grade School
0986 Gresham High School
0987 Sam Barlow High School
0989 Lyle Elementary School
0990 Oakdale Heights Elementary School
0993 Whitworth Elementary School
0994 LaCreole Middle School
0995 Dallas High School
0998 Independence Elementary School
0999 Monmouth Elementary School
1001 Talmadge Middle School
1002 Central High School
1005 Falls City Elementary School
1006 Falls City High School
1010 Sherman County School
1012 East Elementary School
1013 Liberty Elementary School
1014 South Prairie Elementary School
1016 Tillamook Junior High School
1017 Tillamook High School
1019 Nestucca K8
1020 Garibaldi Elementary School
1021 Nehalem Elementary School
1022 Neah-Kah-Nie High School
1023 Nestucca High School
1027 Pilot Rock Elementary School
1028 Pilot Rock High School
1031 Clara Brownell Middle School
1032 McNary Heights Elementary School
1033 Umatilla High School
1034 Highland Hills Elementary School
1036 Rocky Heights Elementary School
1037 Sunset Elementary School

1038 West Park Elementary School
1039 Armand Larive Middle School
1040 Hermiston High School
1047 McKay Creek Elementary School
1048 Sherwood Heights Elementary School
1049 Washington Elementary School
1051 Sunridge Middle School
1052 Pendleton High School
1053 Athena Elementary School
1055 Weston Middle School
1056 Weston-McEwen High School
1057 Central Middle School
1060 Stanfield Elementary School
1061 Stanfield Secondary School
1064 McLoughlin High School
1066 Central Elementary School
1067 Rising Stars Day Treatment
1068 Greenwood Elementary School
1069 Island City Elementary School
1072 La Grande Middle School
1073 La Grande High School
1074 Union Elementary School
1075 Union High School
1079 Imbler Charter School
1082 Stella Mayfield Elementary School
1083 Elgin High School
1084 Imnaha Elementary School
1087 Joseph Charter School
1088 Wallowa Elementary School
1089 Wallowa High School
1090 Enterprise Elementary School
1091 Enterprise High School
1092 Troy Elementary School
1093 Chenowith Elementary School
1095 Mosier Community School
1097 Colonel Wright Elementary School
1098 Dry Hollow Elementary School
1100 The Dalles Middle School
1101 The Dalles High School
1108 South Wasco County Elementary School
1109 South Wasco County Middle/High School
1110 Lenox Elementary School
1111 West Union Elementary School
1112 Brookwood Elementary School
1114 W Verne McKinney Elementary School
1115 Eastwood Elementary School
1116 Minter Bridge Elementary School
1117 Mooberry Elementary School
1119 W L Henry Elementary School
1120 Banks Elementary School
1123 Banks Middle School
1124 Banks High School
1126 Neil Armstrong Middle School
1127 Tom McCall Upper Elementary
1128 Cornelius Elementary School
1129 Dilley Elementary School
1130 Echo Shaw Elementary School
1132 Harvey Clarke Elementary School
1133 Joseph Gale Elementary School
1134 Forest Grove High School
1135 Bridgeport Elementary School
1136 Charles F Tigard Elementary School
1137 Mary Woodward Elementary School
1138 Durham Elementary School
1139 James Templeton Elementary School
1140 Metzger Elementary School
1142 Edward Byrom Elementary School
1143 Tualatin Elementary School
1144 Thomas R Fowler Middle School
1145 Twality Middle School

1146 Tigard High School
1147 Butternut Creek Elementary School
1148 Indian Hills Elementary School
1149 Reedville Elementary School
1150 Ladd Acres Elementary School
1151 Witch Hazel Elementary School
1152 Groner Elementary School
1153 Aloha-Huber Park School
1154 Barnes Elementary School
1155 Beaver Acres Elementary School
1156 Bethany Elementary School
1157 Greenway Elementary School
1158 Cedar Mill Elementary School
1159 Chehalem Elementary School
1160 Cooper Mountain Elementary School
1161 Errol Hassell Elementary School
1162 Elmonica Elementary School
1163 Fir Grove Elementary School
1164 Hazeldale Elementary School
1165 Hiteon Elementary School
1166 Kinnaman Elementary School
1167 Levi Anderson Learning Center
1168 McKay Elementary School
1169 McKinley Elementary School
1170 Montclair Elementary School
1171 Oak Hills Elementary School
1172 Raleigh Hills Elementary School
1173 Raleigh Park Elementary School
1174 Ridgewood Elementary School
1175 Rock Creek Elementary School
1176 Terra Linda Elementary School
1177 Vose Elementary School
1178 West Tualatin View Elementary School
1179 William Walker Elementary School
1180 Cedar Park Middle School
1181 Five Oaks Middle School
1182 Meadow Park Middle School
1183 Mountain View Middle School
1184 Highland Park Middle School
1185 Whitford Middle School
1186 Aloha High School
1187 Beaverton High School
1188 Sunset High School
1189 Farmington View Elementary School
1190 North Plains Elementary School
1191 Hawks View Elementary School
1192 Sherwood Middle School
1193 Sherwood High School
1194 Gaston Elementary School
1195 Gaston Jr/Sr High School
1196 R A Brown Middle School
1197 Evergreen Middle School
1198 South Meadows Middle School
1199 J W Poynter Middle School
1200 Glencoe High School
1201 Hillsboro High School
1205 Fossil Charter School
1208 Amity Elementary School
1209 Amity Middle School
1210 Amity High School
1211 Dayton Grade School
1212 Dayton High School
1213 Yamhill Carlton Elementary School
1216 Dundee Elementary School
1217 Edwards Elementary School
1218 Ewing Young Elementary School
1219 Mabel Rush Elementary School
1221 Mountain View Middle School
1222 Newberg Senior High School
1224 Willamina Elementary School
1225 Willamina Middle School
1226 Willamina High School
1228 Willamette Elementary School

1230 Memorial Elementary School
1231 Newby Elementary School
1232 Wascher Elementary School
1233 Patton Middle School
1234 McMinnville High School
1235 Faulconer-Chapman School
1237 Sheridan High School
1238 Yamhill Carlton High School
1240 Charlemagne French Immersion Elementary School
1241 Buena Vista Elementary School
1243 Lane Middle School
1244 Chapman Hill Elementary School
1248 Colton Middle School
1252 Riverview Center for Growth
1254 Reynolds Middle School
1256 Southern Oregon Treatment Center
1257 Klamath Basin Behavioral Health (KBBH)
1259 Yujin Gakuen Elementary School
1260 Polk ADTC
1262 Crossroads
1264 Mount Scott Elementary School
1266 Three Rivers Elementary School
1267 Lincoln Elementary School
1268 French Prairie Middle School
1270 Sexton Mountain Elementary School
1271 Old Mill Center for Children & Families
1272 Boeckman Creek Primary School
1275 Family Solutions - Grants Pass
1277 Jackson Middle School
1278 Markham Elementary School
1284 Lifeworks Northwest
1285 Jackson Elementary School
1286 Willamette Primary School
1287 Athey Creek Middle School
1288 Oak Creek Elementary School
1289 North Lake School
1291 Dayton Jr High School
1293 Sisters Middle School
1294 Sisters High School
1295 Culver Middle School
1297 Territorial Elementary School
1298 Helensview High School
1299 Rieke Elementary School
1300 Hazelbrook Middle School
1301 Tualatin High School
1302 Tobias Elementary School
1303 Nancy Ryles Elementary School
1304 Arts and Communication Magnet Academy
1305 Community School
1307 Cecile Trost Elementary School
1308 Elk Meadow Elementary School
1309 High Desert Middle School
1310 LaPine Middle School
1311 Central Linn Elementary School
1312 Clear Creek Middle School
1313 Kelly Creek Elementary School
1315 Duniway Middle School
1317 Lava Ridge Elementary School
1319 Conestoga Middle School
1320 Westview High School
1321 Monroe Grade School
1322 Franklin School
1323 Wilsonville High School
1324 Amity Creek Elementary School
1325 Vern Patrick Elementary School
1326 Elton Gregory Middle School
1329 Crossler Middle School
1330 Houck Middle School
1331 Stephens Middle School
1333 Sandstone Middle School

1334 Archer Glen Elementary School
1335 Antonia Crater Elementary School
1336 Chehalem Valley Middle School
1338 Bend Tech Academy
1339 Family School
1343 Reynolds Learning Academy
1345 Riverdale High School
1350 Abraham Lincoln Elementary
1351 Parkside Elementary
1352 Riverbend Elementary School
1353 Agnes Stewart Middle School
1354 Gateways High School
1357 Vale Middle School
1358 Howard Street Charter
1359 Heritage Elementary
1360 Valor Middle School
1363 da Vinci Middle School
1364 Winterhaven School
1365 Woodland Elementary
1368 Century High School
1369 Deer Creek Elementary School
1370 Findley Elementary
1371 Baker Valley SDA School
1372 Ashbrook Independent School
1378 Grant Avenue Baptist Preschool
1380 Oregon State University Child Development Center
1382 Presbyterian Preschool and Child Care Center
1383 Sandcastle Preschool
1384 Santiam Christian Schools Adair Village
1390 Zion Lutheran School
1391 Arbor School of Arts & Sciences
1392 Beautiful Savior Preschool & Kindergarten
1393 Bethlehem Christian Pre-School
1394 Christ The King Catholic School
1395 Clackamas County Childrens Commission
1396 Country Christian School
1399 Damascus Christian School
1404 Good Shepherd School
1408 LaSalle Catholic College Preparatory
1410 Little Explorers Preschool and Kindergarten
1411 Maple Street Preschool
1412 Milwaukie Covenant Preschool
1415 North Clackamas Christian School
1418 Our Lady of the Lake School
1420 Rivergate SDA School
1421 Sonshine Express Preschool and Kindergarten Mountain Park Church
1422 St John the Apostle School
1425 Timber Lake High School
1426 Touchstone School
1428 Westside Christian High School
1430 St Mary, Star of the Sea School
1432 Scappoose Adventist School
1433 Alternative Youth Activities Inc
1435 Christ Lutheran School
1439 Kingsview Christian School
1446 Central Christian School
1448 J Bar J Learning Centers - Sisters Academy Campus
1449 New Leaf Academy
1450 Seven Peaks School
1451 St Francis School
1454 Trinity Lutheran School
1455 Canyonville Christian Academy
1457 Cobb School
1459 Milo Adventist Academy
1464 St Paul Lutheran Church School/Child Care

1476 Grace Cascade Christian Schools
1477 Pilot Rock Christian School
1482 New Dimension Christian School
1484 Rogue Valley Adventist School
1485 Sacred Heart Catholic School
1486 Shady Point SDA School
1487 Southern Oregon Head Start
1488 St John Lutheran School
1489 St Marys School
1495 Brighton Academy
1500 Saint Anne Catholic School
1503 Vineyard Christian School
1506 Crosspoint Christian School
1508 Klamath-Lake County Youth Ranch, Inc
1509 Miss Muffets Learning Center
1511 The Triad School
1514 Solid Rock Christian School
1517 Bethesda Lutheran Preschool
1521 Creswell Christian Child Care Center
1523 Emerald Christian Academy
1524 Eugene Christian School
1527 Far Horizons Montessori School
1528 Head Start of Lane County
1530 Life Lutheran School
1532 Looking Glass Riverfront School & Career Center
1533 Marist High School
1534 McKenzie River Christian School
1535 O Hara Catholic School
1537 Oak Street Child Development Ctr
1539 St Paul Parish School
1543 Unity School Inc
1545 Wellsprings Friends School
1546 Willamette Christian School
1547 Angell Civilian Conservation Center
1552 Albany Christian School
1556 East Linn Christian Academy
1558 Good Shepherd Lutheran School
1560 Linn-Benton Community College Periwinkle Child Development Center
1562 St Marys Catholic School
1564 St Peter Catholic School
1566 Treasure Valley Christian School
1568 Abiqua School
1569 Providence/Benedictine Nursing Center Child Development
1570 Blanchet Catholic School
1571 Chemeketa Child Development Center
1572 Salem Academy Christian School Elementary & Childcare
1578 Keizer Christian Church Preschool
1581 Little Lambs Preschool
1583 Livingstone Adventist Academy
1585 Queen of Peace School
1587 Redeemer Lutheran Preschool
1588 Regis High School
1589 Sacred Heart School
1590 Salem Academy
1591 Salem Child Development Center - Fairgrounds
1592 Salem Christian Day School
1593 YMCA Child Development Center
1595 Silverton Christian School
1596 Sonshine School
1598 St John Lutheran School
1599 St Joseph School
1600 St Lukes School
1601 St Mark Child Development Center
1602 St Mary School
1603 St Paul Parochial School
1604 St Vincent DePaul School
1607 The Heritage School

1608 Bud to Blossom Childrens School of Discovery
1609 Crosshill Christian School
1610 Willamette Valley Christian School
1613 Heppner Day Care/Preschool
1614 Umatilla-Morrow County Head Start
1616 All Saints School
1618 St. Rose School
1619 Ascension Early Childhood
1621 Cathedral School
1622 Central Catholic High School
1623 Childpeace Montessori Community School
1624 Class Academy
1630 Eastside Christian School
1632 Franciscan Montessori Earth School St Francis Academy
1633 French International School of Oregon
1634 French American School of the Pacific NW (Portland French School)
1639 Highland Community Pre-Kindergarten
1640 Holy Cross Catholic School
1641 Holy Family Catholic School
1642 Holy Redeemer Catholic School
1643 Islamic School of Muslim Educational Trust (ISMET) Oregon Islamic Academy (OIA)
1648 Counterpoint School
1649 Mt Hood Community College Head Start Mt Hood Site
1650 Multnomah Playschool
1651 Neveh Shalom Foundation School
1652 New Day Ananda Marga School of Portland
1663 Portland Adventist Academy
1664 Portland Adventist Elementary School
1665 Portland Christian Elementary School
1666 Portland Christian Jr/Sr High School
1667 Portland Jewish Academy
1669 Rosemary Anderson Prep
1670 Rose City Cooperative Preschool
1671 Serendipity Center
1672 St Agatha School
1673 St Clare School
1674 St Ignatius School
1675 St John Fisher School
1676 St Marys Academy
1678 St Therese School
1679 St Thomas More School
1682 The Madeleine School
1683 Trinity Lutheran
1684 Tucker Maxon School
1685 West Hills Christian School
1686 West Hills Schools - Montessori and Elementary Programs
1688 Whole Child Montessori Center Inc
1692 Faith Christian School
1695 Riviera Christian School
1697 Teaching Research Child Development Center
1699 Western Christian School
1700 Fire Mountain School
1701 Neskowin Valley School
1702 Pacific Christian School
1707 Milton-Stateline Adventist School
1712 La Grande Adventist School
1713 St Marys Academy
1716 Maimonides Jewish Day School
1719 Cedar Hills Kindergarten & Preschool
1720 Horizon Christian Schools

1723 Emmaus Christian School
1724 Faith Bible Christian School
1725 Forest Hills Lutheran School
1726 Gaarde Christian School
1727 Happy Hearts Preschool
1729 Holy Trinity School
1730 Jesuit High School
1735 Montessori School of Beaverton Ltd
1737 Oregon Episcopal School
1738 Pilgrim Lutheran Christian School
1740 Childrens Learning Center
1741 St Anthonys School
1742 St Cecilia School
1743 St Francis of Assisi School
1744 Valley Catholic Elementary School
1745 St Matthew Elementary School
1746 St Pius X School
1747 Swallowtail School
1748 Catlin Gabel School
1751 Edison High School
1752 Tigard Playschool Inc
1754 Tualatin Valley Junior Academy
1755 Valley Catholic School
1756 Visitation Catholic School
1757 Wee Wisdom Preschool Inc
1759 Bethel Christian School
1760 CS Lewis Academy
1765 Linfield Pre-Kindergarten School Unit A482 Linfield College
1766 McMinnville Adventist Christian School
1768 St James Catholic School
1769 St John Lutheran School and Little Lambs Preschool
1770 The Delphian School
1772 Zion Lutheran Preschool and Kindergarten
1773 Jefferson County Middle School
1774 Edgewood Community Elementary School
1777 Phoenix School of Roseburg
1786 New Roads
1789 SAFE Center School
1791 Al Kennedy High School
1792 Jasper Mountain Center
1800 Legacy 1
1803 Mt Scott Park Center for Learning
1806 Shriners Hospital (educational program)
1809 Community Transitional School
1811 Albina Youth Opportunity Center
1816 Portland Opportunities Industrialization Center Inc.
1828 William P Lord High School
1830 Chemawa Indian School
1832 Oregon School for the Deaf
1835 Youth Progress Learning Center
1841 Redmond COIC Dropout Re-engagement Program
1849 The Dome School
1851 Integral Youth Services New Vision Learning Center
1861 Twin Rivers Charter School
1867 Parrott Creek Child & Family Services
1876 Boys & Girls Club of Grants Pass
1877 The Inn Between Educational Program, DBA Inn Sight
1885 Portland Youth Builders
1894 Baker SD 5J
1895 Huntington SD 16J
1896 Burnt River SD 30J
1897 Pine Eagle SD 61
1898 Monroe SD 1J

1899 Alsea SD 7J
1900 Philomath SD 17J
1901 Corvallis SD 509J
1902 Clackamas ESD
1922 West Linn-Wilsonville SD 3J
1923 Lake Oswego SD 7J
1924 North Clackamas SD 12
1925 Molalla River SD 35
1926 Oregon Trail SD 46
1927 Colton SD 53
1928 Oregon City SD 62
1929 Canby SD 86
1930 Estacada SD 108
1931 Gladstone SD 115
1933 Astoria SD 1
1934 Jewell SD 8
1935 Seaside SD 10
1936 Warrenton-Hammond SD 30
1944 Scappoose SD 1J
1945 Clatskanie SD 6J
1946 Rainier SD 13
1947 Vernonia SD 47J
1948 St Helens SD 502
1949 South Coast ESD
1964 Coquille SD 8
1965 Coos Bay SD 9
1966 North Bend SD 13
1967 Powers SD 31
1968 Myrtle Point SD 41
1969 Bandon SD 54
1970 Crook County SD
1972 Central Curry SD 1
1973 Port Orford-Langlois SD 2CJ
1974 Brookings-Harbor SD 17C
1975 High Desert ESD
1976 Bend-LaPine Administrative SD 1
1977 Redmond SD 2J
1978 Sisters SD 6
1980 Douglas ESD
1990 Oakland SD 1
1991 Douglas County SD 4
1992 Glide SD 12
1993 Douglas County SD 15
1994 South Umpqua SD 19
1995 Camas Valley SD 21J
1996 North Douglas SD 22
1997 Yoncalla SD 32
1998 Elkton SD 34
1999 Riddle SD 70
2000 Glendale SD 77
2001 Reedsport SD 105
2002 Winston-Dillard SD 116
2003 Sutherlin SD 130
2004 North Central ESD
2005 Arlington SD 3
2006 Condon SD 25J
2007 Grant ESD
2008 John Day SD 3
2009 Prairie City SD 4
2010 Monument SD 8
2011 Dayville SD 16J
2012 Long Creek SD 17
2013 Harney ESD Region XVII
2014 Harney County SD 3
2015 Harney County SD 4
2016 Pine Creek SD 5
2017 Diamond SD 7
2018 Suntex SD 10
2019 Drewsey SD 13
2020 Frenchglen SD 16
2021 Double O SD 28
2022 South Harney SD 33
2023 Harney County Union High SD 1J
2024 Hood River County SD

2025 Southern Oregon ESD
2039 Phoenix-Talent SD 4
2041 Ashland SD 5
2042 Central Point SD 6
2043 Eagle Point SD 9
2044 Rogue River SD 35
2045 Prospect SD 59
2046 Butte Falls SD 91
2047 Pinehurst SD 94
2048 Medford SD 549C
2049 Jefferson ESD
2050 Culver SD 4
2051 Ashwood SD 8
2052 Black Butte SD 41
2053 Jefferson County SD 509J
2054 Grants Pass SD 7
2055 Three Rivers/Josephine County SD
2056 Klamath Falls City Schools
2057 Klamath County SD
2058 Lake ESD
2059 Lake County SD 7
2060 Paisley SD 11
2061 North Lake SD 14
2062 Plush SD 18
2063 Adel SD 21
2064 Lane ESD
2081 Pleasant Hill SD 1
2082 Eugene SD 4J
2083 Springfield SD 19
2084 Fern Ridge SD 28J
2085 Mapleton SD 32
2086 Creswell SD 40
2087 South Lane SD 45J3
2088 Bethel SD 52
2089 Crow-Applegate-Lorane SD 66
2090 McKenzie SD 68
2091 Junction City SD 69
2092 Lowell SD 71
2093 Oakridge SD 76
2094 Marcola SD 79J
2095 Blachly SD 90
2096 Siuslaw SD 97J
2097 Lincoln County SD
2098 Linn Benton Lincoln ESD
2099 Harrisburg SD 7J
2100 Greater Albany Public SD 8J
2101 Lebanon Community SD 9
2102 Sweet Home SD 55
2103 Scio SD 95
2104 Santiam Canyon SD 129J
2105 Central Linn SD 552
2106 Malheur ESD Region 14
2107 Jordan Valley SD 3
2108 Ontario SD 8C
2109 Juntura SD 12
2110 Nyssa SD 26
2111 Annex SD 29
2112 Malheur County SD 51
2113 Adrian SD 61
2114 Harper SD 66
2115 Arock SD 81
2116 Vale SD 84
2117 Willamette ESD
2137 Gervais SD 1
2138 Silver Falls SD 4J
2139 Cascade SD 5
2140 Jefferson SD 14J
2141 North Marion SD 15
2142 Salem-Keizer SD 24J
2143 North Santiam SD 29J
2144 St Paul SD 45
2145 Mt Angel SD 91
2146 Woodburn SD 103
2147 Morrow SD 1

2148 Multnomah ESD
2180 Portland SD 1J
2181 Parkrose SD 3
2182 Reynolds SD 7
2183 Gresham-Barlow SD 10J
2185 Centennial SD 28J
2186 Corbett SD 39
2187 David Douglas SD 40
2188 Riverdale SD 51J
2190 Dallas SD 2
2191 Central SD 13J
2192 Perrydale SD 21
2193 Falls City SD 57
2195 Sherman County SD
2197 Tillamook SD 9
2198 Neah-Kah-Nie SD 56
2199 Nestucca Valley SD 101J
2200 InterMountain ESD
2201 Helix SD 1
2202 Pilot Rock SD 2
2203 Echo SD 5
2204 Umatilla SD 6R
2205 Milton-Freewater Unified SD 7
2206 Hermiston SD 8
2207 Pendleton SD 16
2208 Athena-Weston SD 29RJ
2209 Stanfield SD 61
2210 Ukiah SD 80R
2212 La Grande SD 1
2213 Union SD 5
2214 North Powder SD 8J
2215 Imbler SD 11
2216 Cove SD 15
2217 Elgin SD 23
2218 Region 18 ESD
2219 Joseph SD 6
2220 Wallowa SD 12
2221 Enterprise SD 21
2222 Troy SD 54
2223 Columbia Gorge ESD
2225 South Wasco County SD 1
2229 Dufur SD 29
2230 Northwest Regional ESD
2239 Hillsboro SD 1J
2240 Banks SD 13
2241 Forest Grove SD 15
2242 Tigard-Tualatin SD 23J
2243 Beaverton SD 48J
2244 Sherwood SD 88J
2245 Gaston SD 511J
2247 Spray SD 1
2248 Fossil SD 21J
2249 Mitchell SD 55
2251 Yamhill Carlton SD 1
2252 Amity SD 4J
2253 Dayton SD 8
2254 Newberg SD 29J
2255 Willamina SD 30J
2256 McMinnville SD 40
2257 Sheridan SD 48J
2258 Monroe School
2260 New Bridge High School
2262 Knappa SD 4
2263 Walt Morey Middle School
2264 Meadow View School
2270 Homestead Youth & Family Services
2273 Janus Youth Programs--Cordero House
2283 Clackamas ESD EI/ECSE (Area 9)
2286 Northwest Regional Education Service District, Columbia Service Center
2287 South Coast ESD EI/ECSE - Coos/Curry
2293 Central Oregon Regional Program

2294 High Desert ESD EI/ECSE - Deschutes (Area 2)
2295 Douglas ESD EI/ECSE (Area 3)
2296 North Central ESD EI/ECSE - Gilliam
2298 Harney ESD EI/ECSE
2299 Hood River County SD - EI/ECSE
2300 The Next Door
2303 Southern Oregon Regional Program
2307 High Desert ESD EI/ECSE-Warm Springs Early Childhood Center
2309 EC Intervention Klamath Falls City SD EI/ECSE - Klamath
2312 Lake ESD EI/ECSE
2316 Looking Glass Academy dba Looking Glass Community Services
2317 Lane Regional Program
2318 Lane ESD-EI/ECSE (Area 7)
2319 EC Cares EI/ECSE - Lane
2322 Cascade Regional Program
2323 Linn-Benton-Lincoln ESD EI/ECSE (Area 4)
2324 Malheur ESD EI/ECSE
2325 Snake River Correctional Institution
2326 Willamette ESD EI/ECSE-Marion (Area 5)
2330 Oregon State Penitentiary
2331 Coffee Creek Correctional Facility
2332 Oregon Department of Corrections
2333 Oregon State Correctional Institution
2334 Oregon State Hospital Salem (educational program)
2336 Oregon Department of Education
2339 Willamette Regional Program
2342 David Douglas School District EI/ECSE (Area 6)
2349 Providence Hospital
2351 Oregon Health & Science University
2352 Columbia River Correctional Institution
2356 Columbia Regional Program
2364 North Central ESD EI/ECSE-Sherman
2365 Northwest Regional Education Service District, Tillamook Service Center
2366 InterMountain ESD EI/ECSE-Umatilla (Area 1)
2368 Eastern Oregon State Correctional Institution
2371 Eastern Oregon Regional Program
2373 Columbia Gorge ESD EI/ECSE-Wasco
2375 NW Regional ESD EI/ECSE-Washington (Area 8)
2376 Oak Grove Academy
2377 Northwest Regional Program
2380 North Central ESD EI/ECSE-Wheeler
2386 RiverBend High School
2387 Ocean Dunes High School
2388 Riverside High School
2390 Central Oregon Intergovernmental Council
2392 Welches Middle School
2399 South Lane Christian School
2405 Umpqua Valley Christian School
2407 Clackamas Community College
2413 Forest Park Elementary School
2418 Childs Way Alternative School
2423 City Christian Schools
2425 Crossroads Christian
2440 Alabama Department of Education
2441 Alaska Department of Education
2442 Arizona Department of Education
2443 Arkansas Department of Education
2444 California Department of Education
2445 Colorado Department of Education

2446 Connecticut Department of Education
2447 Delaware Department of Education
2448 Department of Defense
2450 District of Columbia Public Schools
2451 Florida Department of Education
2452 Georgia Department of Education
2453 Guam Department of Education
2454 Hawaii Department of Education
2455 Idaho Department of Education
2456 Illinois Board of Education
2457 Indiana Department of Education
2458 Iowa Department of Education
2459 Kansas Department of Education
2460 Kentucky Department of Education
2461 Louisiana Department of Education
2462 Maine Department of Education
2463 Maryland Department of Education
2464 Massachusetts Department of Education
2465 Michigan Department of Education
2466 Minnesota Department of Education
2467 Mississippi Department of Education
2468 Missouri Department of Elem and Sec Education
2469 Montana Office of Public Instruction
2470 Commonwealth of Northern Mariana Islands Public School System
2471 Nebraska Department of Education
2472 Nevada Department of Education
2473 New Hampshire Department of Education
2474 New Jersey Department of Education
2475 New Mexico Public Education Department
2476 New York Education Department
2477 North Carolina Department of Public Instruction
2478 North Dakota Department of Public Instruction
2479 Ohio Department of Education
2480 Oklahoma State Department of Education
2481 Pennsylvania Department of Education
2482 Puerto Rico Department of Education
2483 Rhode Island Department of Education
2484 South Carolina Department of Education
2485 South Dakota Department of Education
2486 Tennessee Department of Education
2487 Texas Education Agency
2488 Utah State Office of Education
2489 Vermont Department of Education
2490 Virgin Islands Department of Education
2491 Virginia Department of Education
2492 Washington Department of Public Instruction
2493 West Virginia Department of Education
2494 Wisconsin Department of Public Instruction
2495 Wyoming Department of Education
2496 Blue Mountain Community College
2497 Central Oregon Community College
2498 Chemeketa Community College
2499 Clatsop Community College
2500 Columbia Gorge Community College
2501 Klamath Community College

2502 Lane Community College
2503 Linn-Benton Community College
2504 Mt Hood Community College
2505 Oregon Coast Community College
2506 Portland Community College
2507 Rogue Community College
2508 Southwestern Oregon Community College
2509 Tillamook Bay Community College
2510 Treasure Valley Community College
2511 Umpqua Community College
2512 United Community Action Network
2513 Albina Head Start
2516 The Childrens Learning Center
2517 Community Action Team
2519 Eastern Oregon Head Start
2522 Kids and Company of Linn County (KIDCO) Head Start
2523 Klamath Family Head Start
2525 Community Services Consortium
2526 Malheur County Child Development Center OPP Head Start Site 1
2527 Mid-Columbia Childrens Council Inc
2529 Neighborhood House
2530 Oregon Child Development Coalition (OCDC) of Marion County
2531 Portland Public Schools Head Start
2533 Siletz Head Start Confederated Tribes of
2536 Umatilla Head Start Confederated Tribes of
2539 Community Action Head Start of Washington County
2541 Head Start of Yamhill County
2552 Eastern Oregon University
2554 Oregon Institute of Technology
2555 Oregon State University
2556 Oregon University System
2558 Portland State University
2560 School of Medicine
2562 Southern Oregon University
2563 University of Oregon
2564 Western Oregon University
2565 Cascade College
2566 Concordia University
2567 George Fox University
2568 Lewis and Clark College
2569 Linfield College
2570 Marylhurst University
2572 Northwest Christian College
2575 Pacific NW College of Art
2576 Pacific University
2577 Reed College
2578 The Art Institute of Portland
2579 University of Portland
2580 Warner Pacific College
2581 Western States Chiropractic College
2582 Corban College
2583 Western Seminary
2584 Willamette University
2587 American Association of Classified School Employees
2588 American Association of Community Colleges
2589 American Association of School Administrators
2590 American Counseling Association
2591 American Federation of Teachers
2592 Association for Career and Technical Education
2593 Association for Supervision and Curriculum Development
2594 Association for Educational Communication and Technology

2595 Council of Chief State School Officers
2596 Education Commission of the States
2597 International Technology Education Association
2599 National Association of Elementary School Principals
2600 National Association of School Psychologists
2601 National Association of State Boards of Education
2602 National Community Education Association
2603 National Council for Accreditation of Teacher Education
2604 National Education Association
2605 National PTA
2606 National School Boards Association
2607 National School Public Relations Association
2608 National Science Teachers Association
2610 U S Department of Education
2611 Correctional Education Association
2612 Northwest Association of Accredited Schools
2613 Northwest Council for Computer Education
2614 Education Northwest
2617 Northwest Regional ESD, Clatsop Service Center
2618 South Coast ESD, Curry County Branch Office
2619 Association for Computer Professionals in Education
2621 Classroom Law Project
2623 Confederation in Oregon for Language Teaching
2624 Confederation of Oregon School Administrators
2627 Environmental Education Association of Oregon
2628 Fair Dismissal Appeals Board
2630 Northwest Evaluation Association
2632 Oregon School Facilities Management Association
2636 Oregon Association for Supervision and Curriculum Development
2638 Oregon Association of Central Office Administrators
2640 Oregon Association of Educational Office Professionals
2641 Oregon Association of Education Service Districts
2642 Oregon Association of School Business Officials
2643 Oregon Association of School Executives
2644 Oregon Association of Secondary School Administrators
2645 Oregon Association of Student Councils
2647 Oregon Business and Management Educators
2648 Oregon Career Development Association
2649 Oregon Career Information System
2650 Oregon Community Education Association
2651 Oregon Community College Association
2652 Oregon PTA

2654 Oregon Council for the Social Studies
2655 Oregon Council of Teachers of English
2656 Oregon Council of Teachers of Mathematics
2657 Oregon Council on Economic Education
2658 Oregon Counseling Association
2659 State of Oregon Enterprise Network Services
2660 Oregon Education Association
2661 Oregon Educational Media Association
2662 Organization for Educational Technology and Curriculum
2663 Oregon Elementary School Principals Association
2664 AFT-Oregon, AFT, AFL-CIO
2665 Oregon Federation of Independent Schools
2667 Oregon Geographic Alliance
2668 Oregon Independent Colleges Association
2670 Oregon International Council
2672 Oregon Marketing Educators Association
2673 Oregon Mathematics Education Council
2674 Oregon Middle Level Association
2676 Oregon Music Educators Association
2677 Governors Office of Education and Workforce Policy
2679 Oregon Pupil Transportation Association
2680 Oregon Reading Association
2681 Oregon School Activities Association
2682 Oregon School Boards Association
2683 Oregon School Counselor Association
2684 Oregon School Employees Association
2685 Oregon School Food Service Association
2687 Oregon School Nurses Association
2688 Oregon School Personnel Association
2689 Oregon School Public Relations Association
2690 Oregon School Safety Officers Association
2692 Oregon Science Teachers Association
2693 Oregon Small Schools Association
2695 Oregon Substitute Teachers Association
2696 Oregon Teachers of English to Speakers of Other Languages
2698 Oregon Vocational Agriculture Teachers Association
2699 Oregon Women for Agriculture
2701 Public Employees Retirement System
2702 State Instructional Materials Services
2703 Oregon Student Assistance Commission
2704 Teacher Standards and Practices Commission
2707 Teaching Research Institute
2708 Technology Educators of Oregon
2709 Work Experience Coordinators of Oregon

2710 National Association of Secondary School Principals
2713 Willamette ESD, Polk Center
2714 Creekside Community High School
2716 Plymouth High School
2723 Harrisburg Middle School
2733 Sojourner School
2734 Sabin-Schellenberg Professional-Technical Center
2735 Oregon City Service Learning Academy
2742 N/NE Mental Health Clinic
2746 Oregon Commission for the Blind
2752 ILP Night School
2761 PCC LEP
2762 PCC GED
2763 PCC HS Completion
2777 Bureau of Indian Affairs
2781 Scholls Heights Elementary School
2782 Stoller Middle School
2783 Southridge High School
2784 Grandhaven Elementary School
2787 Rosemont Ridge Middle School
2792 Baker County Jail
2793 Benton County Jail
2794 Clackamas County Jail
2795 Clatsop County Jail
2796 Columbia County Jail
2797 Coos County Jail
2798 Crook County Jail
2799 Curry County Jail
2800 Deschutes County Justice Center
2801 Douglas County Jail
2802 Grant County Jail
2803 Harney County Jail
2804 Hood River County Jail
2805 Jackson County Jail
2806 Jefferson County Jail
2807 Josephine County Jail
2808 Klamath County Jail
2809 Lake County Jail
2810 Lane County Jail
2811 Lincoln County Jail
2812 Linn County Jail
2813 Malheur County Jail
2814 Marion County Jail
2815 Multnomah County Jail
2816 Polk County Jail
2817 Tillamook County Jail
2818 Umatilla County Jail
2819 Union County Corrections Facility
2820 Wasco County Jail
2821 Washington County Jail
2822 Yamhill County Jail
2825 Clackamas County Juvenile
2831 COIC Skills Lab
2832 Mt Nebo Alt Ed
2836 Jackson County Juvenile
2838 Josephine County JDC
2839 Klamath County Juvenile
2841 Lane County Dept of Youth
2843 Ponderosa Creek School
2845 Malheur County Juvenile
2846 Mill Creek Academy
2848 Donald E Long School
2858 Baker Creek School
2904 Banks Christian Academy
2908 Buttercup Hill Inc
2915 Prineville COIC Dropout Re-engagement Program
2916 Bend COIC Dropout Re-engagement Program
2919 Willamette Christian School N. Campus

2929 NeighborImpact
2937 Family Building Blocks
2939 Community Action Head Start of Marion & Polk Counties
2947 German American School of Portland
2948 Grace Christian Preschool
2949 Grace Lutheran School
2954 Head Start of Lane Co-Bethel
2956 Head Start of Lane Co-Creswell Creslane Elem School Rm 2
2959 Head Start of Lane Co-The Park at Emerald Village
2961 Head Start of Lane Co-Junction City
2963 Head Start of Lane Co-Holly
2966 Head Start of Lane Co-Ross Lane
2967 Head Start of Lane Co-University of Oregon
2968 Head Start of Lane Co-Village
2971 Head Start of Lane Co-Whiteaker
2981 KinderCare Learning Centers Inc
2988 KinderCare Learning Centers Inc
2991 Life Christian School
2994 Lourdes School
2999 Marylhurst Early Childhood Center
3005 Mt Hood Community College Head Start Kelly Place Site
3006 Mt Hood Community College Head Start Knott Site
3009 Mt Hood Community College Head Start Thompson Site
3012 New Avenues for Youth
3016 Northwest Montessori School
3018 Oak Hill School
3025 Oregon Outreach Inc McCoy Academy
3037 South Coast Head Start
3038 South Coast Head Start
3039 South Coast Head Start
3040 South Coast Head Start
3043 Southern Oregon Head Start-Central Point
3044 Southern Oregon Head Start-Redwood Center
3045 Southern Oregon Head Start-FRC
3046 Southern Oregon Head Start-Illinois Valley
3047 Southern Oregon Head Start-Merlin Center
3049 Southern Oregon Head Start-Rogue River
3050 Southern Oregon Head Start-South Medford
3051 Southern Oregon Head Start-Washington
3072 The Northwest Academy
3074 Trinity Learning Center
3075 Umatilla-Morrow Head Start - Umatilla Center
3076 Umatilla-Morrow Co Head Start Pendleton Early Head Start Center
3077 Umatilla-Morrow Co Head Start Hermiston Child Development Center
3078 Umatilla-Morrow Co Head Start Hawthorne Center
3079 Umatilla-Morrow Co Head Start Victory Square Center
3081 Umatilla-Morrow Co Head Start Milton-Freewater Center
3082 Umatilla-Morrow Co Head Start Highland Center
3085 Green Head Start
3086 Reedsport Head Start
3092 Sutherlin Head Start

3096 Veritas School
3097 Montessori Pathways Garden Home Campus
3098 Montessori Pathways Multnomah Campus
3123 South Coast Head Start
3127 Southern Oregon Head Start-Ashland
3129 NORCOR Education Detention Center
3132 Rockville Elementary School
3146 North Marion Primary School
3147 Lake Creek Learning Center
3159 Paul L Patterson Elementary School
3160 Orenco Elementary School
3162 Clemens Primary School
3168 The Creeks
3198 Spring Mountain Elementary School
3215 Miller Elementary School
3216 Summit High School
3217 Sky View Middle School
3218 High Lakes Elementary School
3219 Highland School at Kenwood Elementary School
3221 Westside Village Magnet School at Kingston Elementary School
3222 Middleton Elementary School
3227 Destinations Academy
3229 Village School
3233 Ridgeline Montessori
3247 Armadillo Community Charter School
3302 Martin Luther King Jr. Education Center
3342 Oak Grove Elementary
3347 Burnt River School
3348 Days Creek Charter School
3349 Prairie City School
3350 Monument School
3351 Huntington School
3352 Jewell School
3353 Dayville School
3356 Prospect Charter School
3360 Paisley School
3361 Eddyville Charter School
3362 Harper Charter School
3363 Ione Community Charter School
3364 Helix Charter School
3365 North Powder Charter School
3366 Long Creek School
3372 Cascade Locks School
3373 Claggett Creek Middle School
3374 Weddle Elementary School
3375 Lamb Elementary School
3376 Hammond Elementary School
3377 Hallman Elementary School
3378 Perrydale School
3400 Camas Valley School
3401 Triangle Lake Charter School
3402 Dufur School
3403 Spray School
3404 Mitchell School
3422 American Samoa Department of Education
3426 Desert View Elementary School
3432 Ukiah Charter School
3433 Echo School
3434 Cove Charter School
3437 Jacob Wismer Elementary School
3440 Kings Valley Charter School
3448 Realms Middle School
3452 Three Rivers Charter School
3455 Bolton Primary School
3458 Big Muddy Elementary

3461 Luckiamute Valley Charter School
3463 West Salem High School
3464 Ash Creek Elementary School
3476 ODE JDEP District
3477 ODE YCEP District
3489 Microsystems for Education & Business, Inc
3490 Multnomah Learning Academy
3493 Eagle Cap Innovative Jr/Sr High School
3503 Riverview School
3504 Pioneer School
3505 Sand Ridge Charter School
3510 Clackamas ESD Prekindergarten
3525 Earl Boyles Elementary
3526 Lee Elementary School
3528 Optimum Learning Environment Charter School
3529 Forest Ridge Elementary School
3530 Alder Creek Middle School
3536 Imlay Elementary School
3542 Salem-Keizer Prekindergarten Head Start
3543 Hogan Cedars Elementary School
3545 Looking Glass Center Point School
3553 Center for Advanced Learning
3554 Innovation Academy
3556 Oregon Historical Society
3559 ODE LTCT District
3566 Kalapuya High School
3567 Prairie Mountain School
3569 Lewis & Clark Elementary School
3577 Springwater Trail High School
3579 Multi-sensory Instruction Teaching Children Hands-On (MITCH)
3580 Arthur Academy
3582 Children's Day Education Center
3584 Edwards School
3591 Arlington Preschool
3605 Umatilla-Morrow Head Start, Gladys Center
3606 Hancock Street Preschool
3610 Immanuel Evangelical Lutheran School
3612 Judon Academy
3615 Lighthouse Charter School
3619 U Beaver Beginnings
3622 Mentor Graphics Child Development Center
3624 Brockway Elementary School
3634 Big Little School
3649 Butler Creek Elementary School
3651 Native American Youth and Family Center
3653 Family Solutions - Medford
3662 Oregon Youth Challenge
3666 Two Rivers Correctional Institution
3672 Confederated Tribes of Grand Ronde Community of Oregon
3673 Confederated Tribes of Siletz
3674 Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians
3675 Confederated Tribes of the Umatilla Reservation
3676 Confederated Tribes of the Warm Springs Reservation
3677 Burns Paiute Tribe
3678 Klamath Tribes
3679 Coquille Indian Tribe
3680 Cow Creek Band of Umpqua Indians
3687 Albertina Kerr Centers
3695 Integral Youth Services Step-Thru School -Overlap
3707 Eugene Family YMCA

3735 PCC/LEP (Limited English Proficiency)
3740 Burns High Desert Academy
3790 Open Meadow Alternative Schools
3802 Clackamas Community College Courses
3804 Clackamas Community College - High School Diploma
3806 Clackamas Community College - GED
3830 Riverbend Education Behavorial Support Program
3884 SCAR Jasper Mountain Safe Assessment Center
3913 Boones Ferry Primary School
3941 EWEB Child Development Center
3947 Pine Ridge Elementary
3950 Albany Options School
3960 Great Days Early Education Ctr
3962 Growing Tree Childrens Ctr
3963 Hawthorn Farm Learning Years
3971 Parkside Community Preschool
3972 Pearl Buck Center
3974 Relief Nursery - Eugene
3975 Roots & Wings Child Development dba Roots and Wings Community Preschool
3979 Family Relief Nursery
3980 Oregon Coast Community Action
3983 Willson House Child Development Center
3986 Fern Hill Elementary School
3988 Southwest Christian School
3989 Salish Ponds Elementary School
3991 Emerson School
3997 Ione SD R2
4004 New Urban High School
4005 Milwaukie El Puente Elementary School
4018 Liberty High School
4019 Willamette ESD, Yamhill Center
4020 Eagle Rock Elementary School
4021 White Mountain Middle School
4025 Coquille Valley Elementary
4029 Klamath Union High School - Non-Overlap
4030 Mazama High School - Non-Overlap
4038 Siletz Valley Schools
4040 Four Rivers Community School
4041 Network Charter School
4045 West Lane Charter School
4047 Windy River Elementary School
4048 Irrigon Elementary School
4052 Klamath Union High School - Overlap
4053 Mazama High School - Overlap
4058 Willamette Leadership Academy
4068 Harritt Elementary School
4073 Mid-Valley Rehabilitation Inc
4076 Bridges Middle School
4079 Resource Link Charter School
4081 De La Salle North Catholic High School
4085 Southern Oregon Head Start-Phoenix-Talent
4086 Southern Oregon Head Start-Merriman Center-Full
4087 Southern Oregon Head Start-Riverside
4088 Southern Oregon Head Start-Eagle Point
4089 Mt Hood Community College Head Start Gateway Childrens Center
4090 Umatilla-Morrow Co Head Start, Irrigon Center
4093 Cascades Academy of Central Oregon

4094 Umatilla-Morrow Head Start, Inc John Day Center
4096 St Paul Lutheran School
4098 Head Start of Lane Co-Howard
4102 Hawthorne Center
4103 SMART Reading
4105 Central Oregon Even Start Program
4108 Project LISTO Even Start
4110 Even Start Family Literacy System
4112 Coffee Creek Even Start Program
4114 Cornelius Family Literacy Collaborative
4115 Salem Even Start
4116 Hawthorne Alternative High School
4120 National Association for Gifted Children
4121 National Association for the Education of Young Children
4122 Institute for Leadership and Diversity in Education
4123 Oregon Alliance for Arts Education
4124 Oregon Art Education Association
4125 Oregon Association for Career and Technical Education
4126 Oregon Association for Talented and Gifted
4127 Lane Arts Council
4128 SUN Initiative/Multnomah County Office of School & Community Partnerships
4129 Ensworth Elementary School
4131 North Wasco County SD 21
4132 Central Little School, Inc
4133 Oregon Head Start Association
4135 Oregon School Psychologists Association
4136 Oregon School Safety Association
4137 Oregon Science Education Council
4138 Oregon Theatre Arts Association
4141 Teach Oregon Application System
4142 World Affairs Council/Global and Multicultural Resource Center
4145 YMCA of Columbia-Willamette
4146 Cesar Chavez Elementary School
4157 Holt Elementary School
4158 University of Phoenix
4159 Lesley University
4167 Eastern Oregon Head Start/Baker City Center
4169 Horizon Christian School
4171 Eastern Oregon Head Start/Union Center
4172 Eastern Oregon Headstart/Elgin Center
4175 Southern Oregon Head Start-White City
4176 Mt Hood Community College Head Start - Fairview Site
4177 Mt Hood Community College Head Start - Cascade Crossing
4178 Mt Hood Community College Head Start-Midland Site
4179 Umatilla-Morrow Co Head Start-Pine Tree Center
4180 St Andrew Nativity School
4181 Southern Oregon Head Start Riverside Head Start
4185 Helen Gordon Child Development Center- PSU
4194 Sisters Christian Academy
4195 Oregon Child Development Coalition (OCDC) - Central Office
4196 Oregon Child Development Coalition (OCDC) of Washington County
4197 Great n Small Child Development Ctr

4198 Head Start of Harney County
4199 North Central ESD Early Education Head Start
4200 Oregon Department of Community Colleges and Workforce Development
4202 Nixyaawii Community School
4203 Doernbecher Childrens Hospital (educational program)
4206 City View Charter School
4210 Jane Goodall Environmental Middle Charter School
4212 Self Enhancement, Inc/SEI Academy
4216 Reynolds Arthur Academy
4220 Sherwood Charter School
4221 South Columbia Family School
4223 Clackamas Web Academy
4224 Barnes-Miller Child Development Center
4225 Silver Crest School
4226 Clackamas Middle College
4230 Woodburn Arthur Academy
4232 Ron Russell Middle School
4238 Mt Hood Community College Head Start-Russellville Site
4244 The Toy Box
4248 Winston Head Start
4252 Ashland Family YMCA
4256 Childrens Choice Montessori - Springfield
4258 Childrens Choice Montessori - Eugene
4259 Christian Life Academy
4262 La Pine COIC Dropout Re-engagement Program
4263 Columbia Academy
4269 Co-Op Family Center
4274 Discoveryland Preschool and Daycare Center Inc
4275 Early Education Program, Creslane Elementary
4277 Early Education Program, Junction City
4278 Early Education Program, Malabon Elementary
4280 Early Education Program, Ridgeview
4290 J Bar J Learning Centers - Boys Ranch Campus
4291 St Francis School
4292 Holy Family Academy
4294 Roseburg 1-5 Head Start
4296 Eastmont Community School
4299 Maple Lawn Preschool
4303 Oregon Outreach Inc Molalla Pride
4310 Salem Child Development Center - Forest Ridge
4315 South Coast Christian School
4316 South Coast Head Start - Port Orford
4318 St Clare Preschool
4320 The School House
4322 Tinker Bell Preschool
4325 Umatilla-Morrow Co Head Start-Boardman CDC
4330 SOLV
4332 Islamic School of Portland
4336 Family Development Center
4337 The After School Club, LLC
4338 Metropolitan Family Services
4339 Linn-Benton Community College - Central Linn Preschool Cooporative
4341 Agricultural Research Foundation
4342 Joan Austin Elementary School
4346 Mid-Willamette Valley Community Action Agency, Inc

4349 Puddletown School
4352 Mudpies & Lullabies Preschool
4358 Oregon Tradeswomen Inc
4360 Santiam Montessori School
4364 Alberta Rider Elementary School
4365 The Warner School
4366 Eastern Oregon Headstart - La Grande Center
4367 E3: Employers for Education Excellence
4368 Teachers Development Group
4369 Milwaukie Academy of the Arts
4371 ODE Head Start
4372 ODE Even Start
4377 Oregon Association for Comprehensive Education
4378 URCEO-Upper Rogue Center for Educational Opportunities
4379 Business Education Compact
4387 The Goddard School
4388 St Thomas Academy
4390 Valley Inquiry Charter School
4392 Pioneer Secondary Alternative High School
4395 Childs Way Charter School
4396 Vernonia Middle School
4399 Oregon Charter Academy
4400 Portland Arthur Academy Charter School
4402 Schools Out Washington/YWCA of Seattle-King County/Snohomish County
4403 Stafford Academy
4409 ODE Grants Management System
4411 Mid-Valley Christian Academy
4417 Umatilla-Morrow Head Start Heppner Center
4418 Umatilla-Morrow Co Head Milton-Freewater CDC
4421 Laurelwood Academy
4423 South Coast Head Start - Gold Beach Site
4424 South Coast Head Start - Coos Bay Site
4425 South Coast Head Start - Coquille Valley Site
4426 Oregon Business Council
4429 Tom McCall Elementary School
4430 FOOD for Lane County
4432 Oregon School Nutrition Association
4434 Baker Prairie Middle School
4435 Philander Lee Elementary School
4439 Linkville Academy Overlap
4440 Academy of Arts and Academics
4441 Police Activities League of Greater Portland (PAL)
4454 Alternative Services Oregon-Inc
4455 Portland Schools Foundation
4457 Vernonia Community Preschool
4459 Brookings Harbor Christian School
4460 Early Education Program, St Paul
4461 Early Education Program, Veneta
4466 Rising Stars Preschool Inc
4471 Mastery Learning Institute
4474 International School of Beaverton
4475 Cascade Heights Public Charter School
4476 TRAILS Outdoor School
4477 SE Works, Inc.
4478 Sunshine School
4480 Springwater Environmental Sciences School
4481 Neah-Kah-Nie Middle School
4482 Oregon College of Art & Craft

4484 Sweet Home Charter School
4485 Harney ESD Regional Services Center
4486 TERC Inc
4487 Commission on Children and Families
4499 Grande Ronde Academy
4506 Footsteps Preschool, Inc.
4507 Alliance High School
4508 Outside In-Urban Ed
4509 West Hills Schools Montessori - Lake Oswego
4510 National College of Natural Medicine
4513 Fern Ridge Child Dev Ctr
4522 Park Academy
4527 Southern Oregon Head Start-Merriman Center-Part Day
4529 Umatilla-Morrow Head Start - Sam Boardman Center
4532 Oregon Parent Training and Information Center (OrPTI)
4534 Portland Village School
4544 Woodburn Success
4545 Eagle Ridge New Tech High School
4554 Arts and Technology Academy at Jefferson
4555 Academy for Character Education
4562 Southern Oregon ESD EI/ECSE-Josephine
4564 Yamhill Carlton Intermediate School
4565 Learning Years, Inc.
4567 Salus University
4568 Oregon Research Institute
4579 Kindercare
4584 Abacus Research, LLC
4585 Alliance Charter Academy
4587 NAYA Many Nations Academy (MNA)
4588 Trask River High School
4589 Early College High School
4590 Woodburn Family Literacy Center
4591 International Community School
4592 Corbett School
4593 Madrone Trail Public Charter School
4595 Forest Grove Community School
4596 Roberts High School
4600 Hilltop Preschool and Kindergarten
4601 Gresham Arthur Academy
4602 St Helens Arthur Academy
4604 The Cottonwood School of Civics and Science
4607 Inspired Minds Prep
4608 Chess for Success
4609 Three Lakes High School
4610 Riddle Head Start
4611 Winston 3 Head Start
4613 Mt Hood Community College CDFS-Arbor Glen
4614 Mt Hood Community College CDFS - Hazelwood
4618 Montessori Cares
4619 Country Kids Learning Center
4629 Prince of Peace School
4631 Head Start of Lane Co-B Street
4632 Head Start of Lane Co-1250 Main Street
4634 Salem/Keizer Coalition for Equality, The
4635 Willow Creek Academy
4636 St Vincent de Paul - First Place Kids Center
4637 Inavale Community Partners dba Muddy Creek Charter School
4638 Beaverton Academy of Science and Engineering

4639 Sue Buel Elementary
4641 Free Orchards Elementary School
4642 Lincoln Street Elementary School
4643 Quatama Elementary School
4645 ODE NSLP
4646 Ponderosa Elementary
4647 Creekside Junior Academy
4650 The Arc of Oregon
4652 Early Education Program, Centennial
4656 Early Education Program, Howard
4657 Early Education Program, Jefferson
4659 Oregon Coalition on Housing and Homelessness
4667 Lupine Community Montessori Charter School
4669 Salem-Keizer Education Foundation
4670 Summit Learning Charter
4671 Bonny Slope Elementary School
4672 Oregon Child Development Coalition (OCDC) of Jackson County
4673 Oregon Child Development Coalition (OCDC) of Klamath County
4680 William E Miller Elementary
4682 Imagine That Creative Childrens Center
4684 Imagine That Creative Childrens Center
4685 Pioneer Relief Nursery
4690 Evergreen Virtual Academy
4696 International Consultants, Inc.
4697 Oregon Forest Resources Institute
4699 Hendrickson Academy LLC
4701 Columbia County Christian
4702 Silvies River Charter School
4703 Rosedale Elementary School
4704 UCAN Head Start - UCC Site
4705 Umatilla-Morrow Co Head Start Hermiston High School Early Head Start
4707 Crook County Christian School
4711 Early Education Program, Adams Site
4712 Springville Elementary School
4713 Scouters Mountain Elementary
4714 Verne A Duncan Elementary School
4715 Happy Valley Middle School
4717 Bridgeway House
4718 Scotts Valley School
4719 Gladstone Center for Children and Families
4720 The Ivy School
4721 Head Start of Lane Co-Bailey Hill
4722 Head Start of Lane Co-LCC
4723 Head Start of Lane Co-Fairfield
4724 Head Start of Lane Co-Oakridge
4726 Just Kids Early Learning Center
4727 Northwest Center for Educational Options
4728 Baker Web Academy
4729 Redmond Proficiency Academy
4730 Ridges Elementary School
4733 Head Start of Lane Co-Florence
4734 Trinity Lutheran School
4735 Marian Academy
4739 Camas Ridge Community Elementary
4740 Metro East Web Academy
4741 Impact Northwest
4744 Timber Ridge School
4745 Molalla River Academy
4746 The Community Roots School
4748 Americas Best Kids School
4752 Portland Street Child Development Center

4754 Douglas County Juvenile Detention and Shelter Care Facility
4757 Multnomah County Juvenile Justice Division
4758 Bob Belloni Ranch, Inc.
4759 Baker Early College
4762 Ardenwald Elementary School
4763 Happy Valley Elementary School
4764 Lewelling Elementary School
4765 Linwood Elementary School
4766 Oregon Trail Elementary School
4767 Rock Creek Middle School
4768 The Salvation Army White Shield Center
4770 Slavic Christian Academy - Portland
4771 Hood View Junior Academy
4772 Frontier Education of Oregon (Sterling Education)
4775 Umatilla-Morrow Co Head Start Enterprise Center
4776 Umatilla Morrow Co Head Start Wallowa Center
4777 Umatilla Morrow Co Head Start Stanfield Center
4778 Southern Oregon Head Start - Foothills
4783 Christa McAuliffe Academy - School of Arts and Sciences
4784 Salem Child Development Center - Dallas Snapdragons
4785 Deschutes County Juvenile Detention
4786 Lane County Department of Youth Services
4787 Josephine County Juvenile Justice
4789 Noahs Ark Early Learning Center
4791 Slavic Christian Academy - SE Ptld
4792 Gresham Heights Learning Center
4793 Rosland Elementary
4795 Drinking Gourd Elementary School
4798 Creative Children's Center
4799 A Renaissance School of Arts and Sciences
4800 Carver School
4801 Freedom Thru Freestyle Inc.
4802 Clackamas Academy of Industrial Sciences
4804 Community Alliance of Lane County
4805 Arco Iris Spanish Immersion School
4806 The Early Learning Community at Pacific University
4807 Lincoln Commission on Children and Families
4808 Rimrock Trails
4810 OnTrack Inc
4817 Lower Columbia Community College
4819 Walla Walla Community College
4820 Oregon Trail Academy
4821 Logos Charter School
4822 Rockwood Preparatory Academy
4823 Sunny Wolf Charter School
4826 Victory Academy
4827 YCRC Little Cubs Preschool
4830 Happy Hollow Children's Center
4831 Mid-Coast Christian School
4832 Research Foundation for Education Excellence, Inc.
4833 Sheridan AllPrep Academy
4834 Kids Unlimited of Oregon
4836 Adelante Mujeres
4837 KC Distance Learning LLC d/b/a Aventa Learning
4838 Sunshine Preschool & All Day Camp
4840 Eugene Waldorf School

4841 Kellys Kid Care, LLC
4842 Northwest Chinese Academy
4843 Bay Babies Preschool Plus
4844 Covenant Christian Academy
4845 National Assn of State Directors of Migrant Education
4847 The Meadowlake School
4848 Falcon Heights
4850 Eagle Charter School
4851 STAR Autism Support Inc.
4852 TRI Leadership Resources
4856 Rivers Edge Academy Charter School
4857 Winter Lakes High
4858 Kalapuya Elementary School
4859 Straub Middle School
4860 Beyond the Basics Child Care LLC
4861 ODE PCS
4862 Oregon CTE Student Leadership Foundation
4865 Oregon Employment Department
4866 Oregon Association for the Education of Young Children
4867 Hope Chinese Charter School
4868 A+ Real Estate School
4869 A1 Superior Schools
4870 Abdill Career College, Inc.
4871 ABC School of Real Estate
4872 Academy of Cosmetology Careers
4873 Academy of Hair Design
4874 Academy of Legal Investigators
4875 Accelerated Learning Systems LLC
4876 AccounTax of Oregon, Inc.
4877 Advanced Education Systems, LLC
4878 Advantage Real Estate School-Portland
4879 Aesthetics Institute
4880 Albany Weld-Trade School
4881 Allied Medical X-Ray Institute
4882 American Jewelers Institute
4883 Amerist Schools, Inc.
4884 Angel Ink Tattoo School
4885 Anthem College
4887 Appraisal & Real Estate School of Oregon
4888 Appraisal Institute
4890 Art Instruction Schools, Inc.
4891 Ashland Institute of Massage, Inc.
4892 At-Home Professions
4893 Aveda Institute Portland
4894 Barbizon School of Portland
4895 Beau Monde Academy of Cosmetology
4897 Beau Monde College of Hair Design
4898 Beauty is Skin Deep
4899 Bella Institute School of Cosmetology
4900 Betty's Pet Grooming School
4901 Beyond Limitations Career School
4902 Black Magic Tattoos
4903 Canyonview Equestrian College
4904 Captain Jack's Tattoo and Piercing School, LLC
4905 Career Enhancement Center
4906 Careers Real Estate School
4907 Carole's Cosmetic Tattoo
4908 Center for Professional Studies
4909 Century 21 American Dream Realty School
4910 Century 21 Best Real Estate School
4911 Century 21 Harris & Taylor
4912 Certified Dental Careers, LLC
4914 College of Cosmetology Careers Unlimited
4915 College of Cosmetology, Inc.

4916 College of Hair Design Careers
4917 Dee LaVon School of Massage
4918 DePaul Industries Training Centers
4919 Dragonfly Tattoo School
4921 East-West College of the Healing Arts
4922 Elite Truck School
4923 ERA Northwest School of Real Estate
4924 Eugene Tattoo & Body Piercing Company
4925 Everest Institute
4926 ExamFX
4927 Floral Design Institute, Inc.
4928 Forbidden School of Body Art
4929 Franklin Institute of Sales
4930 Future #1 College of Cosmetology
4931 Garden of Ink Tattoo School
4932 Graveyard Tattoos
4933 H & R Block Income Tax Schoo, Stark PDX
4934 H & R Block Income Tax School, 181st PDX
4935 H & R Block Income Tax School, 82nd PDX
4936 H & R Block Income Tax School, Albany
4937 H & R Block Income Tax School, Aloha
4938 Boys & Girls Club of Albany
4939 Boys & Girls Clubs of Portland Metro Area
4940 Boys & Girls Clubs of the Rogue Valley
4941 Busy Bee Academy
4942 Central Douglas County Family YMCA
4943 Y of Klamath Falls
4944 Neighbors For Kids
4945 Salem Family YMCA
4946 West Womens and Childrens Shelter
4947 City of Portland Parks and Recreation
4948 Tenas Illahee Child Care Center
4949 Cub Corner
4950 Fairfield Baptist Church Child Development Center
4951 Stepping Stone Day School
4952 Tillamook Early Learning Center
4953 Moss St Children's Center
4954 H & R Block Income Tax School, Astoria
4955 H & R Block Income Tax School, Baker City
4956 H & R Block Income Tax School, Beaverton
4957 H & R Block Income Tax School, Bend
4958 H & R Block Income Tax School, Brookings
4959 H & R Block Income Tax School, Cave Junction
4960 H & R Block Income Tax School, Central Point
4961 H & R Block Income Tax School, Division PDX
4963 H & R Block Income Tax School, Eugene
4964 H & R Block Income Tax School, Florence
4965 H & R Block Income Tax School, Fremont PDX
4968 H & R Block Income Tax School, Hermiston

4969 H & R Block Income Tax School, Hillsboro
4970 H & R Block Income Tax School, K.Falls
4971 H & R Block Income Tax School, LaGrande
4972 H & R Block Income Tax School, Lombard PDX
4973 Hillsboro Online Academy
4974 H & R Block Income Tax School, McMinnville
4975 H & R Block Income Tax School, Milwaukie
4976 H & R Block Income Tax School, Newport
4977 H & R Block Income Tax School, North Bend
4978 H & R Block Income Tax School, Oregon City
4979 H & R Block Income Tax School, Pendleton
4980 H & R Block Income Tax School, Redmond
4981 H & R Block Income Tax School, Roseburg
4982 H & R Block Income Tax School, Salem
4983 H & R Block Income Tax School, Salem
4985 H & R Block Income Tax School, Sandy PDX
4986 H & R Block Income Tax School, Springfield
4988 H & R Block Income Tax School, The Dalles
4989 H & R Block Income Tax School, Tillamook
4990 H & R Block Income Tax School, Tualatin
4991 H & R Block Income Tax School, Wilsonville
4992 H & R Block Income Tax School, Woodburn
4993 H & R Block Income Tax Schoo-Salem
4994 Hair We Are Beauty College
4995 Hallmark Real Estate School
4996 Heritage School of Interior Design
4997 Hot Rod Bettie's Tattoo School
4998 IBS School of Cosmetology-Eugene
4999 IBS School of Cosmetology-Springfield
5000 IITR Truck School - Albany
5001 Child Care Development Services Inc
5002 Northwest Nutrition Service Inc
5003 Jackson-Josephine 4-C Council
5004 IITR Truck School - Central Point
5005 IITR Truck School - Clackamas
5006 IITR Truck School - Creswell
5007 IITR Truck School - Redmond
5008 Image Designers College of Cosmetology
5009 Ink for Yourself Tattoo School
5010 Institute for Professional Care Education
5011 Insurance Training Associates, LLC
5012 Intellipass, Inc.
5013 International Sommelier Guild
5014 Immigrant and Refugee Community Organization
5015 Jackson Hewitt Tax School - Albany
5016 Jackson Hewitt Tax School - Beaverton
5017 Jackson Hewitt Tax School - Portland

5018 Jackson Hewitt Tax School - Springfield
5020 Liberty Tax School - 14250
5021 Liberty Tax School - Grants Pass
5022 Liberty Tax School - SW Portland
5023 Liberty Tax School #3419
5024 Liberty Tax School #3851
5025 Liberty Tax School #5327
5026 Liberty Tax School White City - #4924
5027 Liberty Tax Service School 5641
5028 Liberty Tax Service School of Canby
5030 Liberty Tax Service Tax School #2927
5031 Lifetime School of Tattooing
5032 LTS Computer Training Center
5033 Main Street Montessori Assoc Teacher Ed Program
5034 Marinello School of Beauty
5035 Montessori Institute Northwest
5036 Montessori of Alameda Teacher Educ. Program
5037 NASCAR Technical Institute
5038 Nashville Auto-Diesel College
5039 National Academy of Financial Literacy
5040 National Personal Training Institute, Inc.
5041 National Tattoo Academy, LLC
5042 Portland Inc dba New Horizons Computer Learning Ctr of Portland
5043 Norman F Webb RE Broker Courses
5044 Northwest College - Beaverton
5045 Northwest College - Eugene
5046 Northwest College - Happy Valley
5047 Northwest College - Hillsboro
5048 Northwest College - Tualatin
5049 Northwest College of Construction
5050 Northwest Institute for Healthcare Training, Inc
5051 Northwest Nannies Institute
5052 Northwest School of Animal Massage
5053 NW Institute of Esthetics, Inc.
5054 Online Insurance Training LLC
5055 Mid Columbia Community Action Council Inc
5056 Lowrie Primary School
5057 Trillium Creek Primary School
5058 Ridgeview High School
5059 Two Rivers Dos Rios Elementary
5060 Le Monde French Immersion Public Charter School
5063 Woodland Charter School
5064 Cesar E Chavez Elementary
5066 Battle Creek Elementary School
5068 onlineEd.com
5069 Oregon Dermal Academy, Inc.
5070 Oregon Farrier School
5071 Oregon Institute of Aesthetics, LLC
5072 Oregon Institute of Cosmetology
5073 Oregon Medical Training - Bend
5074 Oregon Medical Training - Springfield
5075 Oregon Pet Grooming Academy
5076 Oregon School of Massage--Portland
5077 Oregon School of Massage--Salem
5078 Oregon School of Tattoo Arts
5079 Pac West Insurance School, Inc.
5080 Pacific Northwest Tax School
5081 Paul Mitchell the school
5082 Pendleton School of Hair Design
5083 Peninsula Real Estate School
5084 PFS Tax School
5085 Phagans' Beauty College

5086 Phagans' Central Oregon Beauty College
5087 Phagans' Grants Pass College of Beauty
5088 Phagans' Medford Beauty School
5089 Phagans' Newport Academy of Cosmetology Careers
5090 Phagans' School of Beauty
5091 Phagans' School of Hair Design-Happy Valley
5092 Phagans' School of Hair Design-Portland
5093 Summit Salon Academy - PDX
5094 Portland Actors Conservatory
5095 Portland Bartending Academy
5096 Portland Beauty School
5097 Portland School of Radiography
5099 Primerica Life Insurance Co. - Hillsboro
5100 Primerica Life Insurance Co. - Milwaukie
5101 Primerica Life Insurance Co.-Ambassador
5102 Primerica Life Insurance Co.-Eugene
5103 Primerica Life Insurance School-Medford
5104 PRO SCHOOLS
5105 Randy Potter School of Piano Technology
5106 Rapid Eye Institute
5107 Rogue Valley Phlebotomy School, Inc.
5108 Roseburg Beauty College
5109 Sage School of Massage & Healing Arts
5110 Scapegoat Tattoo School
5111 Skin City Tattoos
5112 Southern Oregon Dental Asst. Educ.
5113 Sports Management Worldwide
5114 Springfield College of Beauty
5115 Sumner College
5116 Tangled Ends Hair Academy
5117 The Dalles Academy of Hair Design
5118 The Income Tax School, Inc.
5119 The Parlour Tattoo
5121 The Red Herring Project
5122 The Wellspring School for Healing Arts, LLC
5123 Tillamook County Real Estate School
5125 Train Agents, Inc.
5126 Treasure Valley Academy of Beauty
5127 United Bicycle Institute - Ashland
5128 United Bicycle Institute-Portland
5129 Universal Technical Institute Motorcycle/Marine Mechanics
5130 Universal Technical Institute Motorcycle Mechanics
5131 Universal Technical Institute of Arizona, Inc.
5132 Universal Technical Institute of Northern CA, Inc
5133 Universal Technical Institute of Texas, Inc.
5134 Institute of Technology
5135 VOLTA: Vocational Outside Lineworker
5136 Waldorf Teacher Education
5137 Warren's Real Estate School
5138 West Coast Phlebotomy Inc.
5139 Western Pacific Truck School of Oregon, LLC
5140 Wieden + Kennedy 12 LLC
5141 Willamette Valley Dental Assisting School

5142 WyoTech
5143 WyoTech - Blairsville
5144 WyoTech - West Sacramento
5145 WyoTech-Laramie
5146 Liberty Tax School - Klamath Falls
5147 A.D. Banker & Company, L.L.C.
5148 Boys & Girls Club of the Greater Santiam
5150 Insight School of Oregon Painted Hills
5152 Rosemary Anderson High School - East (Gresham)
5153 Albany Community After School Program (CAP)
5154 Southside Youth Outreach, Inc.
5155 Boys & Girls Club of the Western Treasure Valley
5156 Little Promises Children's Program
5159 Foundations for a Better Oregon
5160 Wake Robin School
5161 Sunset Empire Park and Recreation District
5162 The Salvation Army
5163 Baker County
5164 Benton County
5165 Clackamas County
5166 Clatsop County
5168 Columbia County
5169 Coos County
5170 Crook County
5171 Curry County
5172 Deschutes County
5173 Douglas County
5174 Gilliam County
5175 Grant County
5176 Harney County
5177 Hood River County
5178 Jackson County
5179 Jefferson County
5180 Josephine County
5181 Klamath County
5182 Lake County
5183 Lane County
5184 Lincoln County
5185 Linn County
5186 Malheur County
5187 Marion County
5188 Morrow County
5189 Multnomah County
5190 Polk County
5191 Sherman County
5192 Tillamook County
5193 Umatilla County
5194 Union County
5195 Wallowa County
5196 Wasco County
5197 Washington County
5198 Wheeler County
5199 Yamhill County
5200 Washington School for the Blind
5201 Dillard Alternative High School
5202 Choices Independent Learning
5203 Early Education Program, Buena Vista
5204 Early Education Program, Brattain
5205 Kids Unlimited Academy
5207 Animal House Preschool
5208 Rogue Valley Children's Relief Nursery
5209 MountainStar Family Relief Nursery
5210 Family Tree Relief Nursery - Albany
5211 Volunteers of America Oregon
5212 Oregon Pediatric Society

5213 Family Stepping Stones - Clackamas County Relief Nursery
5214 Treasure Valley Childrens Relief Nursery
5215 Boys & Girls Club of Corvallis
5216 LifeWorks NW Childrens Relief Nursery
5217 Early Learning Hub, Inc
5218 Kairos PDX
5219 Journey to Freedom Project Foundation
5220 Black Parent Initiative
5221 Yachats Youth Programs
5224 REAP INC.
5225 Citizens for Safe Schools
5226 True Life Fellowship Inc
5227 United Way of Lane County
5228 Catholic Charities
5230 United Way of the Columbia-Willamette
5231 Oregon Association of Relief Nurseries
5233 Yamhill County Care Organization
5234 Saturday Academy
5235 The Lane Education Foundation
5236 High Desert Museum
5237 Foundation for Family Science and Engineering
5238 Lutheran Community Services Northwest
5239 Girls Inc. of the Pacific Northwest
5240 Strengthening Rural Families
5241 Oregon Council on Developmental Disabilities
5243 Deschutes Public Library District
5244 Friends of the Children Portland
5245 Northwest Family Services
5246 Bnai Brith Mens Camp Association
5247 Salem Child Development Center - Liberty Gardens
5248 Oregon State University Foundation
5249 Scio Youth Club
5250 Innovations Academy
5251 Crater Lake Academy
5252 Mountain View Academy
5254 Building Healthy Families
5255 Small Steps Child Care Center and Preschool
5256 Options for Southern Oregon, Inc.
5257 Partnership Against Alcohol and Drug Abuse
5258 Community in Action
5259 Maslow Project
5260 College Dreams, Inc.
5261 Philomath Youth Activities Club, Inc.
5262 Latino Network
5263 Momentum Alliance
5264 Jackson Street Youth Shelter, Inc
5265 Resolve
5266 Plaza de Nuestra Comunidad
5267 Mano a Mano Family Center
5268 Open School East
5269 ODE Pediatric Nursing Facilities District
5270 Providence Pediatric Nursing Facility
5271 Boys and Girls Club of Salem, Marion and Polk Counties
5272 City of Gresham
5273 Community Counseling Solutions Inc
5274 Oregon Human Development Corporation
5275 Q Center
5276 Relief Nursery - Springfield

5277 Youth Development Coalition of Lincoln County
5278 Hacienda Community Development Corporation
5279 Knowledge Universe Education
5280 The Blueprint Foundation
5281 Family Tree Relief Nursery - Lebanon
5282 Career Technical Education Center
5283 Siskiyou Community Health Center
5284 Families First Parent Resource Center
5285 City of Central Point Parks and Recreation KidVenture Preschool
5286 Learning Loft @Kid Time!
5287 Pendleton Early Learning Center
5288 Washington School for the Deaf
5289 Oregon Education Investment Board
5290 Higher Education Coordinating Commission
5292 Pacific Crest Middle School
5293 Silver Rail Elementary School
5294 Klamath Tribal Health and Family Services
5296 Ferndale Elementary School
5298 Dallas Community Charter
5299 Oregon State Hospital - Junction City Campus
5300 Oregon Outreach Inc - Scappoose SD
5301 Family Relief Nursery - North Douglas
5302 Barnes Butte Elementary
5303 Cascadia Behavioral Healthcare
5304 The Valley School of Southern Oregon
5305 SAGE Youth Residential Program
5306 Airway Science for Kids Inc.
5307 Boys & Girls Clubs of Emerald Valley
5308 Black Educational Achievement Movement
5309 Bend International School
5310 Oregon Campus Compact
5311 Worksystems Inc
5312 Friends of the Children of the Klamath Basin
5313 Second Chances Are For Everyone
5314 Boys & Girls Club of Southwestern Oregon
5316 Hawthorn Farm Learning Years Day School
5317 Pathfinders of Oregon
5318 Healthy U
5319 Boys & Girls Club of the Umpqua Valley
5320 Boys & Girls Club of Redmond/Terrebonne
5321 Hollywood Theatre
5322 Reach Out and Read, Inc.
5323 Tillamook CARE
5324 Klamath Basin Behavioral Health
5325 Deschutes County Healthy Beginnings
5326 Clatsop County Juvenile Dept
5327 Columbia Community Mental Health Inc.
5328 Cow Creek Health & Wellness Center
5329 Sherman County Juvenile Dept
5330 Washington County Juvenile Dept
5331 Jackson County Juvenile Division
5332 A Family for Every Child
5333 Community Action Team (St Helens)
5335 Boys & Girls Club of Western Lane County
5337 Baker County Public Library
5338 Oregon Albacore Commission

5339 Willamette Farm and Food Coalition
5341 Schoolyard Farms
5342 World of Speed
5343 Teaching With Purpose
5344 Outgrowing Hunger
5345 Harvest House Missions Inc
5346 NeighborWorks Umpqua
5347 Daisy C.H.A.I.N. Creating Healthy Alliances In New-Mothering
5348 Food Roots
5349 Bridge Charter Academy
5350 National Equity Project
5351 Growing Gardens
5352 Seashore Family Literacy
5353 Heart of Oregon Corps, INC
5354 South Fork John Day Watershed Council
5355 Klamath Learning Center
5357 Sutherlin Valley Online Academy
5358 The Center for Dialogue and Resolution
5359 Bridges High School
5360 Planting Communities
5361 NPC Research
5362 Vivian Olum Child Development Center
5363 Central City Concern
5364 New Directions Northwest Inc. Recovery Village, Women's and Children's Program
5365 Willamette Family Inc.
5366 Southern Regional Education Board
5367 Comprehensive Options for Drug Abusers, Inc.
5368 Keizer United
5369 ODE YDD District
5370 Imagine That Creative Children's Center - Jerome Prairie
5371 Native American Rehabilitation Association of the Northwest, Inc
5372 Milestones Women's Program
5373 Family Resource Center of Central Oregon
5374 Douglas County Juvenile Department
5375 Clackamas County Children, Youth & Families Division
5376 Options Counseling & Family Services
5377 Meridian Creek Middle School
5378 Family Relief Nursery - Creswell
5379 Basic Rights Oregon
5380 Cascade Opportunity Center
5381 Mountainside High School
5382 Sato Elementary School
5383 John Day Canyon City Parks and Recreation
5384 Desert Sky Montessori
5385 The Cannon Beach Academy
5386 Samara Learning Center
5387 Partners for a Hunger-Free Oregon
5388 Lake Health District
5389 Stanfield Public Library
5390 Providence Milwaukie Hospital
5391 Archdiocese of Portland in Oregon
5392 Frontier Charter Academy
5393 Wallowa County Department of Youth Services
5394 Todos Juntos
5395 Bookkeeping Career Institute
5396 Epicodus, Inc
5397 Pacific Healthcare Training
5399 Providence Medical Center

5400 Christian Culinary Academy
5401 ODE Hospital Program District
5402 Oregon Robotics Tournament & Outreach Program (ORTOP)
5403 CAPACES Leadership Institute
5404 Catholic Community Services
5405 Interface Network Inc.
5406 Youth Contact, Inc
5407 NNEBA Soul District Business Association
5408 Hé Lín Chinese Immersion Elementary School
5409 Gorge Academy of Cosmetology
5410 Johnny Matthew's Hairdressing Training School
5411 Direction Service, Inc.
5412 Family of Friends Mentoring
5413 Center for African Immigrants and Refugees of Oregon (CAIRO)
5414 Youth 71five Ministries
5415 TiE Oregon
5416 Northwest Oregon Works
5417 Wallowa Resources Inc
5419 SOWIB
5420 WWNDT Services Inc
5421 Curry County SWCD
5422 Sauvie Island Center
5423 School Garden Project of Lane County
5424 Zenger Farm
5425 Rogue Valley Farm to School
5426 Jefferson County 4-H Board
5427 Rose City Park
5428 Realms High School
5430 Oregon Agriculture in the Classroom Foundation
5431 Oregon Beef Council
5432 University of Kansas Center for Research, Inc.
5433 Morrow Education Center
5434 Gib Olinger Elementary School
5435 Mid-Willamette Family YMCA
5436 Marion County Juvenile Department
5438 AYCO
5439 Elevate Oregon
5440 Cascade Virtual Academy
5441 Destinations Career Academy of Oregon
5443 South Valley Academy
5444 TEACH-NW
5445 Ecotrust
5446 Oregon Family School
5447 Curry Public Library
5448 Cascade Pacific RC & D
5449 Kartini School
5450 Legacy 3
5451 Beatrice Morrow Cannady Elementary
5452 North Star Elementary
5453 Village Home
5454 City of Portland
5455 Harmony Academy
5456 Meals on Wheels People, Inc
5457 Willamette Connections Academy
5458 International School Modern Technology
5459 Oregon FFA Association
5460 Coast Community Health Center
5461 Wild Lilac Child Development Community
5462 Big Brothers Big Sisters Columbia Northwest
5463 Human Solutions, Inc.
5464 Antfarm

5465 Youth Rising
5466 City of Hermiston
5467 New Dream Family Center
5468 Samaritan North Lincoln Hospital
5469 Northwest Youth Discovery
5470 St. Mary's Home for Boys, Inc.
5471 Inspire Early Learning Centers
5472 Camp Fire Columbia
5473 Klamath KID Center, Inc.
5474 Giggles & Grace ELC
5475 Oregon Youth Authority
5476 TiE Oregon Foundation
5477 Grow Portland
5478 The Environmental Center
5479 Corvallis Environmental Center
5480 White Oak Farm & Education Center
5481 Walla Walla Valley Farm to School
5482 Rogue Valley Mentoring
5483 Winston Area Community Partnership
5484 Condon Child Care
5485 El Programa Hispano Catolico
5486 Cobb Children's Learning Center
5488 Youth Era
5489 Steins Pillar Elementary
5490 Keizer Peer Court
5491 Oregon International School
5492 Philomath Academy
5493 Sea Mercy - Growing a Future Farm School
5494 Agri-Camp USA
5495 Marion Polk Food Share
5496 Marshfield Junior High
5497 Umpqua Valley Farm to School
5498 Winter Lakes Elementary
5499 Fruit and Flower Child Development Center
5500 Hugh Hartman Elementary
5502 Curry County Juvenile Department
5504 Columbia Counseling & Consultation
5505 Southern Oregon Success Academy
5506 FLEX Online School
5507 Education Explorers, LLC
5508 Seed of Faith Ministries
5509 Baker Early Learning Center
5512 InterMountain Virtual Learning Academy
5513 Seeds of Greatness
5514 McKenzie Montessori Institute
5515 Wildflower Preschool and Child Care LLC
5516 Little Hands Child Care & Preschool, llc
5517 Little Smiles
5518 Lil Hands Daycare
5519 Nic Nacs Quality Childcare
5520 Sunshine Early Learning Childcare Center
5521 Miss Melissa's Preschool
5522 Precious Cargo Preschool and Childcare
5523 Priceless Treasures
5524 Lovely Kids Daycare LLC
5525 Island Adventures Preschool & Child Care
5526 Monkey Tree Learning Center
5527 Amazing Minds Child Development Center and Preschool Inc
5528 Great Beginnings Child Care & Preschool, LLC
5529 Bend Preschool
5530 Rose Daily Daycare and Preschool
5531 Ermila's Childcare and Bilingual Preschool

5532 Little Tots Daycare and Preschool, LLC
5533 Pequenitos Day Care LLC
5534 Generation Montessori Bilingual Childcare LLC
5535 Analuisa Ayala
5536 Hey Diddle Diddle Learning Center Inc
5537 Laugh N Learn Academy / Daycare
5538 Mary's Guarderia y Preescolar
5539 All Families Welcome LLC
5540 Loving Beginnings Preschool and Child Care
5541 Happy Munchkins Preschool and Childcare
5542 Reach for the Stars Discovery School
5543 Little Lamb Daycare
5544 Faces of America
5545 Yoyo's Child Care
5546 The Ivy School
5547 Precious Little Lambs Preschool & Child Care
5548 Roscas Enterprise Inc
5549 Nurture and Bloom
5550 Danell Little
5551 Arce's Daycare
5552 Parkrose Montessori School
5553 Playtime Education LLC
5554 Picket Fence Preschool, LLC
5555 Learning Days Inc
5556 Itsy Bitsy Daycare
5557 Jardin Infantil Manitas Inquietas
5558 Pioneer Pre-school, LLC
5559 Cub House
5560 Little Angel’s Daycare
5561 Mrs. Fields' Place Childcare & Preschool
5562 Harmony Montessori School
5564 Preescolar Day Care Jalisco
5565 AURAS Preschool LLC
5566 The Portland Montessori School
5567 Nonnie's Village
5568 Kidz Academy
5569 Maryams preschool
5570 Mommy Daycare: Just Like Home
5571 Happy Faces Child Care Development
5574 Espial Child Environment LLC
5575 Pequenos Exploradores Spanish Immersion Daycare
5576 New Sunrise
5577 The Finch Academy
5578 Sunrise Child Care
5579 Roxy's Preschool and Daycare
5580 Little Ants Child Care Inc
5581 Simply Kids Preschool
5582 Boulden Rogen Early Childhood Academy
5583 Nana's Daycare
5584 Little Wonders Child Care and Preschool Inc
5585 LA CASA DEL ARBOL
5586 Rosa Delia Preschool
5587 Gregoria Cardenas-Kukitas Child Care
5588 CENDI Xochipillan LLC
5589 Caminito a la Escuela LLC
5590 Awesome Blossom Child Care LLC
5591 Lorenza's Child Care LLC.
5592 Mentes Creativas Child Care LLC
5593 Better Together Central Oregon
5594 Cuevas Child Care
5595 Jamie's Daycare

5596 Alliance for Equity in Montessori Education
5597 Oregon Community Health Workers Association
5598 Bay Area Hospital
5599 Consejo Hispano
5600 Little Explorer Montessori
5601 Village Childcare Enterprises LLC
5602 Peaceful Earth Village
5603 The Garden of Bloom, LLC
5604 Baker Virtual Academy
5606 ODE SMVS District
5607 Playful Learning
5608 Micronesian Islander Community
5609 Raise the Village
5610 Ellie's Preschool and Daycare
5611 Bobbi Ann Corwin
5612 Rocking Horse Childcare and Preschool
5613 Children's Elite Home
5614 Masterminds Preschool & Family Care
5616 TenderLovingChildcareLLC
5617 Cedarwood Waldorf School
5618 SMCA
5619 Oregon Conference of Seventh-day Adventist
5620 North Santiam Options Academy
5621 The Salvation Army Ray & Joan Kroc Center
5622 Oregon Connections Academy
5623 Capital Christian School
5624 Oregon Department of Agriculture
5625 FSBC dba Salem Christian Academy
5626 Happy Valley Montessori School, LLC
5627 Linn County Juvenile Department
5628 Child's View Montessori School
5629 Lupe DeLeon
5630 Manzanita Bilingual School
5631 Primeros Amigos LLC
5632 Waldorf School of Bend
5633 First Circle of Friends Preschool and Kindergarten
5634 Geneva Academy
5635 Oregon Virtual Education (ORVED)
5636 Graduation Alliance
5637 Ecumenical Ministries of Oregon
5638 Boys and Girls Aid
5639 Kukatonon Oregon
5640 United Way of the Mid-Willamette Valley
5641 Trinity Academy
5642 Columbia Christian Schools
5643 Omolaso Preschool and Childcare
5644 Horizons - Foster Ed Program
5645 Corvallis Waldorf School
5646 Ms Julie's Place, LLC
5647 East Cascades Works
5648 Anchor Christian Academy
5649 Adrienne C. Nelson High School
5650 Caldera High School
5651 Criminal Information Services, Inc
5652 Tumwater Middle School
5653 Student Transportation of America – Corvallis OR
5654 Confluence
5655 Paidaeia Classical Christian School
5656 Oregon AgLink
5657 Background Investigation Bureau LLC
5658 Willamette Career Academy
5660 Baker Relief Nursery
5661 Central and Eastern Oregon Juvenile Justice Consortium

5662 Functional Living Skills Program
5663 Wheatley School
5664 Warrenton Middle School
5665 Portland Waldorf School
5666 Neverland Nursery School and Prekindergarten
5668 Scappoose Online Academy
5671 Atfalati Ridge
5672 Rootopia, LLC
5673 Elkton Community Education Center
5674 Gilliam County Juvenile Department
5675 Willamette Valley Academy
5677 Palisades World Language School
5679 Student Transportation of America - Lake Oswego
5680 Gladiola High School
5681 Fifth Corner Academy
5682 Klamath Home Learning Academy
5683 ESS West, LLC
5684 Westgate Christian School
5685 Phoenix-Talent Rising Academy
5686 St. Helens Virtual Academy
5687 Tigard-Tualatin Virtual Academy
5689 509J On-Line
5690 Compass School
5691 Multnomah Inverness School
5693 Valor Christian School International
5695 Coalition of Black Men
5696 Silver Falls Preschool
5697 Lutheran Community Services NW
5698 Gentog LLC
5699 Working Theory Farm
5700 Albany Public Schools Foundation
5701 Young Men's Christian Association of Walla Walla
5702 KinderCare Education
5703 Yamhill Community Action Partnership (YCAP)
5704 Community Outreach Inc.
5705 Clackamas Workforce Partnership
5706 Options Counseling and Family Services
5707 Friends of the Children Central Oregon
5708 Edustaff LLC
5709 Community Counseling Solutions
5710 Capital FC
5711 HomePlate Youth Services
5712 Isaac's Room
5713 Community Connection of Northeast Oregon, Inc.
5714 Oregon Lions Sight & Hearing Foundation
5716 St. John the Baptist Catholic School
5717 Loma Vista Elementary
5718 Rogue Primary School
5719 South Coast Online Learning Center
5720 Colton Virtual Academy
5721 Oliver Middle
5722 Warrior Academy
5723 Nyssa Virtual School
5724 Chesterton Academy of Blessed Pier Giorgio Frassati
5725 Oregon AFSCME Council 75
5726 St. Agatha Catholic School
5727 AFSCME Local 132
5728 Wallowa Middle School
5729 ODE BDWP District
5730 Klamath Works
5731 Educate Ya
5732 HOLLA School
5733 Higher Elevations Learning Place, INC

5734 Early Connections Bilingual Preschool & Daycare
5735 Kids Discovery Corner Daycare & Preschool Inc.
5736 Juguemos Juntos
5737 Little Thinkers ABC LLC
5738 Silly Billies Child Care LLC
5739 Mi Escuelita Bilingual Preschool and Childcare
5740 Sweet Peas Daycare & Preschool
5741 Roseburg Professional Childcare
5742 Early Horizon Dayschool
5743 The Stepping Stone Preschool and Daycare
5744 Wiggles and Giggles Childcare LLC
5745 The Exploration Center LLC
5746 Victoria's Home Daycare and Preschool
5747 Gratitude Gardena Childcare
5748 Miss Dustys Daycare LLC
5749 Rivera's Bilingual Preschool & childcare
5750 Rainbow Readers Preschool
5751 Belinda Looney Critter Campus Preschool & Childcare
5752 Early Start Preschool and Childcare Center
5753 Yuri's Certified Childcare
5754 Becky's Child Care LLC
5755 Santa's Little Cloud
5756 Growing With Pride Learning Centers, Inc
5758 Northwest Portland Area Indian Health Board
5759 Tillamook County Family YMCA Independent Living Program
5760 Tualatin Hills Park & Recreation District
5761 Shawna Gruenberg
5762 Casita Azul
5763 Dominique Garcia
5764 It's Learning Time LLC
5765 Bright Bumble Bee Child Care & Preschool
5766 Shepards Heart Montessori
5767 Diaz Day Care, LLC
5768 Nenes Childcare & Learning Center
5769 Pendleton Children's Center
5770 Lorena T. Moehring Home Daycare
5771 Williams Community Preschool
5772 The Children's Place Early Learning and Care
5773 Oregon Infant Mental Health Association
5774 Kiddie City LLC
5775 South Coast Business Employment Corporation
5776 Blue Skies & Butterflies
5777 Little Farm Daycare
5778 The Learning Tree Montessori
5779 Stepping Stones Early Learning Center
5780 Warm Springs Community Action Team
5781 McMinnville Economic Development Partnership
5782 Growing Hearts Preschool LLC
5783 Riverview Christian School
5784 Epifania Sotelo-Rayo Epi's Little Flowers Growing & learning Daycare & Learning Center
5785 Little Ardos Academy LLC
5786 LESD Life Skills

5787 Campanitas Daycare LLS
5788 Frolicking Ferns
5789 Rita's Kids Daycare and Preschool
5790 Juliems Preschool
5791 Little Bird Childcare McMinnville LLC
5792 The Arc of Lane County
5793 Josephine County Food Bank
5794 Centro Cultural de Washington County
5795 Portland All Nations Canoe Family
5796 Northwest Youth Corps
5797 Eastern Oregon Workforce Board-EOWB
5798 PODER
5799 Riverside High School
5800 Project 48 Inc
5801 Unite Oregon
5802 Oregon Child Development Coalition (OCDC) of Umatilla County
5803 Oregon Child Development Coalition (OCDC) of Jefferson County
5804 Oregon Child Development Coalition (OCDC) of Hood River/Wasco County
5805 Oregon Child Development Coalition (OCDC) of Multnomah County
5806 Oregon Child Development Coalition (OCDC) of Polk County
5807 Oregon Child Development Coalition (OCDC) of Malheur County
5808 EdenAcres Environmental Education
5809 Virtual Preparatory Academy of Oregon
5810 Keep Growing Seeds
5811 Eastern Oregon Center for Independent Living
5812 OFSN
5813 EUVALCREE
5814 Tamarack Elementary School
5815 Oakdale Middle School
5816 Complex Needs Classroom
5817 Clark Elementary School
5818 Oregon Children's Theatre Company
5819 Art Rutkin Elementary School
5820 Rivercrest Academy
5821 Kalmiopsis Community Arts High School
5822 Ophelia's Place
5823 Together we are Greater Than
5824 Northwest Alliance for Alternative Media and Education
5825 Mercy Flights, Inc.
5826 Connected Lane County
5827 Sitka Center for Art and Ecology
5828 Portland Playhouse
5829 LEEP (Life Enrichment Education Program)
5830 JDP
5831 Catalyst High School
5832 Music Workshop
5833 EncodeXP
5834 City of Pendleton
5835 Portland Forest School of the Pacific Northwest
5836 Heron Creek Program
5837 Parrot Creek Program
5838 Circle of Friends School
5839 HOLLA
5840 Children's Forest of Central Oregon
5841 Boys & Girls Clubs of Snohomish County
5842 Young Roots Oregon
5843 Portland Workforce Alliance
5844 Family Faith and Relationship Advocates

5845 AC Portland
5846 Oregon Bio
5847 Corvallis Multicultural Literacy Center
5848 Corvallis Community Children's Centers
5849 Emerging Unidos
5850 Tuality Plains High School
5851 Chinese Friendship Association of Portland
5852 Seed to Table Oregon
5853 Girl Scouts of Oregon and Southwest Washington, Inc.
5854 Triple Threat Mentoring
5855 Samoa Pacific Development Corporation
5856 Bridge-Pamoja
5857 Dominion Youth Academy
5858 Lane School
5859 Transitions
5862 The Insight Alliance
5863 Siskiyou Field Institute
5864 Columbia Health Services
5865 St. Stephen's Academy
5866 Family and Community Together
5867 Hood River New School
5868 Walden Crossing School
5869 Bandon Community Youth Center
5870 Russell Elementary PTV
5871 Shasta Way Christian Preschool
5872 Oregon Potato Commission
5873 ODE FPL District
5874 Maple Middle School
5875 Bridging The Gap
5877 Rosemary Anderson High School - Lents
5878 Rosemary Anderson Middle School
5879 Edvocation
5880 ASL Preschool
5881 ODE Recovery School District
5882 Grizzly Mountain HomeLink
5883 Be BLAC Foundation
5884 PICO Instructional Football Camp
5885 Weaving Fala
5886 Adulting IRL
5887 Rainbow Youth Inc
5888 Central Oregon Health Quality Alliance
5889 GLSEN, Inc.
5890 UTOPIA PDX
5891 Ka Aha Lahui O Olekona
5892 African Refugee Immigrant Organization (ARIO)
5893 Tiicham Conservation District
5894 Multitude Of Mercies Foundation
5895 Linn Benton NAACP #1118
5896 Agate Grant Management System SSO
5897 One Login One Identity SSO
5898 SSO Tester Institution
5899 Public Consulting Group
5900 H.O.N.E.Y. Inc.
5901 Genesis Reading Academy
5902 Pendleton Public Library
5903 Reading Results
5904 Boys & Girls Clubs of Bend
5905 Discovery Academy
5906 The Urban League Of Portland
5907 Clatskanie Virtual Academy
5908 Columbia Vista Intermediate
5909 Stellar Pines Virtual Academy
5910 Jefferson Classical Academy of Oregon
5911 Applegate Valley Virtual Academy

5912 Oaks Christian
5913 EdFlexOregon
5914 Osoberry School
5915 YOUTH 360
5916 Solid Ground Equine Assisted Activities and Therapy Center
5917 SriPonya Collective
5918 Transformations by Salem Angels
5919 Happy Go Lucky Childcare, LLC
5920 My Voice Music
5921 Columbia Gorge Christian Academy Preschool
5922 Friendship Academy LLC
5923 High Desert Partnership
5924 Faith, Hope, and Charity Inc.
5925 Thimbleberry Collaborative Farm
5926 Sweet Pea Learning Center
5927 Autistic Women & Nonbinary Network, Inc

Curriculum Dimension

The Curriculum Area dimension supports the coding of instructional content area. Only expenditures with instruction function codes need a curriculum area code. Expenditures without a curriculum area can be coded as “00 – Non-instructional/General Operations”.

00 NON-INSTRUCTIONAL / GENERAL OPERATIONS

Expenditures not associated with a specific subject or curricular area. Includes administrative, operational, and non-instructional costs.

00 Non-Instructional / General Operations. Expenditures not tied to a specific academic or curricular subject, including administrative, operational, and general school functions.

10 CORE ACADEMIC

Foundational instructional areas essential to K–12 education, including English language arts, mathematics, science, social studies, and world languages. These subjects form the academic core required for student proficiency and graduation.

11 English Language Arts. Instruction in reading, writing, literature, composition, grammar, and communication skills, including literacy development.

12 Social Studies. Instruction in history, geography, civics, economics, government, sociology, and related social sciences.

13 Science. Instruction in biology, chemistry, physics, environmental, and earth sciences, including lab and field experiences.

14 Mathematics. Instruction in mathematical concepts including arithmetic, algebra, geometry, statistics, data science, and applied mathematics.

15 Languages. Instruction in world languages, heritage language programs, linguistics, and dual-language or immersion models.

16 General Education. Curriculum activities that support multiple subjects or grade levels.

20 OTHER ACADEMIC

Instructional areas and programs that extend or apply learning beyond the core, including the arts, physical education, health, ~~driver's education,~~ and extracurricular activities. These areas support whole-child development and applied learning.

21 ~~Visual~~ General Arts. Instructional programs and resources supporting student learning in visual and performing arts. ~~Instruction in two- and three-dimensional visual media such as drawing, painting, sculpture, ceramics, and design.~~

~~**22 Performing Arts.** Instruction in music, theatre, dance, and performance production emphasizing creative expression and collaboration.~~

~~**23 Media & Digital Arts.** Instruction in photography, film, animation, graphic design, and multimedia production using digital technology.~~

~~**24 Arts Integration / Interdisciplinary Arts.** Instruction combining artistic disciplines with other subjects, emphasizing creative problem-solving and cross-disciplinary learning.~~

~~25~~22 **Arts Appreciation / Humanities.** Study of the history, theory, and cultural significance of the arts and humanities.

~~26~~23 **Health and Physical Education.** Instruction and activities promoting physical fitness, recreation, and wellness through exercise and sports. Instruction on physical, mental, and social health, nutrition, safety, and overall personal well-being. "Health and Physical Education" is intended for instructional activities that are part of the regular academic curriculum and delivered during the school day for credit or required participation. This includes physical education classes, health instruction, and related curriculum-based activities.

~~27~~24 **Social Emotional Learning.** Learning experiences related to social emotional learning programming.

30 CAREER & TECHNICAL EDUCATION (CTE)

State-approved programs that integrate academic knowledge with technical and occupational skills to prepare students for postsecondary education, careers, and lifelong learning. Includes professional and industry-based pathways.

31 Arts, Information & Communication. CTE strand focused on visual arts, media, design, and communication technologies.

32 Business & Management. CTE strand emphasizing business operations, entrepreneurship, and financial literacy.

33 Health Sciences. CTE strand preparing students for health and medical service careers.

34 Human Services. CTE strand covering child development, education, hospitality, and community service professions.

35 Industrial & Engineering Systems. CTE strand including construction, manufacturing, automotive, and engineering technology.

36 Natural Resource Systems. CTE strand addressing agriculture, forestry, environmental management, and sustainability.

37 Public Safety & Law. CTE strand preparing students for careers in law enforcement, fire science, and emergency response.

38 STEM & Emerging Technologies. CTE strand in science, technology, engineering, mathematics, and new technical disciplines.

39 Other Professional / Technical. CTE strand reserved for district-defined or emerging technical programs not covered elsewhere.

40 21ST CENTURY LEARNING

Instructional programs emphasizing digital literacy, innovation, critical thinking, communication, collaboration, and global citizenship. Designed to equip students with the skills necessary for success in a rapidly changing world.

41 Innovation & Design Thinking. Courses promoting creative problem-solving, design processes, and innovation across disciplines.

42 Digital Literacy & Citizenship. Instruction in technology use, digital safety, media analysis, and responsible participation in digital environments.

43 Future-Ready Skills. Instruction in collaboration, critical thinking, leadership, and career readiness for postsecondary success.

44 Global & Cultural Literacy. Instruction developing global awareness, intercultural understanding, and civic responsibility.

50 EXTRACURRICULARS

Programs outside of regular school-day activities.

51 Drivers' Education. Instruction in traffic laws, safety, and driving skills to prepare students for licensure.

52 General Athletics. Athletics and other related extracurriculars. “General Athletics” is intended for extracurricular athletic programs that occur outside the regular instructional day and are not part of required classroom instruction. This includes interscholastic sports, team athletics, coaching stipends, athletic events, and related support activities.

53 Other Extracurricular. Other extracurricular activities.

Accountability Measure Dimension

The Accountability Measure dimension was added to align education agency fiscal data to Senate Bill 141 priorities. While use of the dimension is required, districts may use "No Accountability Measure Assigned" until final definitions are issued.

00 **No Accountability Measure Assigned.** No Accountability Measure assigned.

10 **High-Quality Learning Experiences for All Students.** Instruction, curriculum, and educational programs that are research-based, standards-aligned, and designed to engage all students deeply and meaningfully with Oregon's academic standards. Oregon requires districts to adopt high-quality instructional materials and practices that support equitable access and improved student outcomes, as outlined in state rules and the Quality Education Model.

20 **Aligned and Focused Educational Systems.** The coordination of policies, resources, data, and instructional practices across all levels of the district to ensure that every component of the education system works toward common goals. In Oregon, this means using data-driven decision-making, aligning curriculum with state standards, and ensuring that district operations and supports are focused on student success and closing opportunity gaps.

30 **Engaged Partners and Community.** Active collaboration and ongoing engagement with families, community organizations, business partners, and other stakeholders to support student learning and well-being. Oregon emphasizes broad and meaningful community engagement, particularly in Career and Technical Education (CTE) planning and Student Success Act implementation, to ensure programs reflect local needs and elevate diverse voices.

40 **Safe and Inclusive Schools.** School environments that prioritize physical and emotional safety, equity, and belonging for all students and staff. Oregon's requirements include implementing comprehensive prevention systems, culturally responsive mental health supports, anti-bullying programs, and trauma-informed practices to ensure all students feel supported in their identity and can thrive.

50 **Committed and Supported Staff.** Recruitment, retention, and ongoing professional development of educators and staff, with an emphasis on diversity,

equity, and staff well-being. Oregon requires districts to report on staff positions, experience, and equity, and to provide adequate support so staff can effectively serve all students and contribute to a positive school culture.

Chapter 3: Budgeting and Budgetary Accounting

This chapter provides high-level budgeting concepts and guidance to support alignment between budgeting, accounting, and financial reporting under the PBAM. Detailed statutory requirements, procedures, timelines, and forms for Local Budget Law compliance are governed by the Department of Revenue (DOR). Districts and ESDs should refer to DOR's Local Budget Law's website resources for the most current and authoritative guidance.

Purpose of Budgeting

Budgeting is the foundation of fiscal management in Oregon's education system. It is both a legal requirement and a management tool that serves as:

- A governing document reflecting board-adopted priorities and authorized appropriations translated into financial terms,
- A financial plan allocating resources to achieve goals,
- A control mechanism ensuring expenditures do not exceed legal appropriations, and
- A communication tool engaging the community in understanding how schools are funded.

Legal Authority and Oversight

Oregon's Local Budget Law (ORS Chapter 294) governs the budget process for school districts, ESDs, and community colleges.

- The Department of Revenue (DOR) is the statutory authority responsible for interpreting, monitoring, and enforcing compliance with Local Budget Law (ORS 294.495, 294.510). DOR may require revisions to budgetary procedures and hear appeals of local budget law disputes.
- The Department of Education (ODE), through State Board of Education rules, requires school districts and ESDs to appropriate expenditures by ODE functions as defined in the Program Budgeting and Accounting Manual (PBAM). This ensures statewide comparability of budgets and financial reporting.
- Thus, DOR enforces compliance with process, while ODE provides the classification framework and ongoing monitoring of how educational budgets are structured.

For detailed Local Budget Law guidance, forms, and timelines, education agencies should refer to the Department of Revenue's Local Budget Law resources, here.

Budgetary Principles

Oregon Education Agencies should follow generally accepted governmental budgeting principles, which include:

- Annual adoption – Budgets must be adopted each fiscal year (or biennium, if authorized).
- Legal appropriations – Expenditures may not exceed the amounts appropriated by fund and function.
- ~~Encumbrance accounting – Purchase orders and contracts should be encumbered to prevent overspending.~~
- Balanced budgets – Total resources must equal total requirements (ORS 294.388).
- Transparency – The process must include public notice, public hearings, and board approval.
- Uniformity – EAs must appropriate by PBAM functional classifications to maintain comparability statewide.

Internal Budget Control Practices

Education agencies may use internal budget-control practices to monitor spending throughout the fiscal year. One common practice is encumbrance accounting, which reserves available budget authority for outstanding purchase orders, contracts, and other commitments.

Encumbrances:

- Support budget-to-actual monitoring;
- Help prevent overspending of appropriated amounts; and
- Provide visibility into commitments that have not yet resulted in an expenditure.

- Encumbrances are not GAAP expenditures and are not themselves a statutory appropriation requirement under Oregon Local Budget Law. They are an internal management and budget-control tool used by some education agencies.

Overview of the Local Budget Process (ORS 294)

This overview is provided for context and alignment with PBAM requirements and is not intended to replace detailed guidance issued by the Department of Revenue.

1. Preparation

- Appoint a Budget Officer (ORS 294.331).
- Form a Budget Committee (ORS 294.414).
- Prepare the proposed budget (ORS 294.426).
- Develop enrollment projections and revenue estimates to align with State School Fund allocations.

2. Notice and Committee Review

- Publish notice of budget committee meetings (ORS 294.414).
- Present the Budget Message explaining priorities and assumptions (ORS 294.408).
- Budget Committee reviews, revises, and approves the proposed budget.

3. Public ~~Engagement~~Hearing and Comments

- Publish a summary and notice of the public hearing (ORS 294.448).
- Hold a budget hearing for public testimony (ORS 294.453).
- ~~Document and address community input before adoption.~~

4. Adoption

- Adopt the budget and make appropriations (ORS 294.456).
- Impose and categorize property taxes (ORS 294.458).
- File tax certification forms with the county assessor and ODE.

5. Post-Adoption Adjustments

- Supplemental budgets (ORS 294.471): Required for changes to appropriations not anticipated in the adopted budget.
- Transfers of appropriations (ORS 294.463): Allowed within limits by board resolution.
- Emergency expenditures (ORS 294.481): Permitted for unforeseen events requiring immediate action.

Budgetary Approaches

EAs may adopt different budgeting approaches depending on local needs:

- Line-Item Budgeting – Focused on controlling specific expense categories.
- Program Budgeting – Aligns resources with educational programs. ~~(required for ODE reporting).~~
- Performance Budgeting – Links resources to measurable outcomes.
- Zero-Based Budgeting (ZBB) – Requires justification of all expenditures.
- Site-Based Budgeting – Decentralizes allocation decisions to schools or departments.

Financial Forecasting and Planning

Effective budgets should be grounded in realistic forecasts:

- Enrollment projections drive State School Fund (SSF) revenues.
- Revenue forecasting should consider property tax trends, state aid, and federal grants.
- Expenditure forecasting should account for salaries, benefits, inflation, and long-term contractual commitments.
- Cash flow analysis ensures sufficient liquidity throughout the year.
- Fund balance monitoring protects solvency and ensures compliance with ORS requirements for balanced budgets.

Capital and Grant Program Budgeting

Some programs require multi-year financial planning:

- Capital Projects – Bond-funded construction and major facility investments must be integrated into the budget with transparency on debt service and project scope.
- Grants and Restricted Programs – Federal (ESSA, IDEA) and state programs (e.g., Student Investment Account, Measure 98) require separate tracking to ensure resources are used for their intended purpose and compliance with federal Uniform Grant Guidance (2 CFR 200).

Oregon's Commitment to Transparency

The budgeting process is more than a statutory obligation — it is a demonstration of Oregon's commitment to fiscal transparency in education. By requiring EAs to budget by ODE functional classifications within the PBAM, the state ensures:

- Consistency across EAs,
- Compliance with Local Budget Law,
- Accountability to voters and taxpayers, and
- Alignment of resources with educational outcomes

Chapter 4: Governmental Accounting in Oregon

Purpose

Governmental accounting provides the framework for demonstrating accountability to students, taxpayers, and policymakers. Unlike private business accounting, it emphasizes stewardship of public resources and compliance with statutory and grant requirements.

Generally Accepted Accounting Principles (GAAP) Hierarchy

Oregon EAs follow **GAAP** as defined by GASB. Under GASB Statement 76:

- **Category A** – GASB Statements and Interpretations,
- **Category B** – GASB Technical Bulletins, Implementation Guides, and AICPA literature (as applicable to governments).

Other sources may be used only if no authoritative guidance exists.

Fund Accounting

Governmental accounting is organized on a **fund basis**:

- **Governmental Funds (Modified Accrual)** – General, Special Revenue, Capital Projects, Debt Service, Permanent.
- **Proprietary Funds (Accrual)** – Enterprise, Internal Service.
- **Fiduciary Funds (Accrual)** – Pension/OPEB Trusts, Investment Trusts, Private-Purpose Trusts, Custodial.

Key Principles

- Funds exist to demonstrate fiscal accountability.
- It is recommended that EAs maintain the **minimum number of funds** required for legal and financial purposes.
- It is recommended that restricted vs. unrestricted resources be tracked separately using PBAM dimensions (program, grant) instead of comingling funds.

Measurement Focus and Basis of Accounting

- **Government-wide statements** – economic resources focus, accrual basis.
- **Governmental funds** – current financial resources focus, modified accrual basis.
- **Proprietary and fiduciary funds** – economic resources focus, accrual basis.

Basis of Accounting Used by Oregon Education Agencies

Oregon Education Agencies (EAs) operate under a range of accounting bases depending on their size, system capabilities, local policies, and audit requirements.

The basis of accounting determines when revenues, expenditures, and other financial transactions are recognized in the records. Oregon EAs generally use one of the following ~~four~~ three bases:

Basis of Accounting	Description	Typical Use in Oregon
Modified Accrual	Recognizes revenues when they are measurable and available to finance current expenditures and recognizes expenditures when liabilities are incurred. This basis focuses on current financial resources.	Most EAs preparing GAAP statements for governmental funds.
Modified Cash	Recognizes receipts and disbursements when cash is exchanged, with limited accrual-type adjustments (e.g., payroll, debt service, or accounts payable at year-end). While not GAAP, it provides a practical bridge between cash and modified accrual accounting.	Smaller districts and Education Service Districts (ESDs) that follow statutory or budgetary accounting frameworks.
Cash	Recognizes transactions only when cash is received or disbursed. This approach emphasizes simplicity and liquidity over full accrual measurement.	Some small EAs, charter schools, and component units.

ODE Reporting Considerations

ODE does not require conversion to a specific basis of accounting for PBAM reporting or trial balance submissions. EAs may report financial data using their local accounting basis as long as:

1. The basis used is applied consistently throughout the fiscal year,
2. The same basis is used for both revenue and expenditure recognition within the district's reports, and
3. The district can reconcile reported balances to its locally maintained accounting records and annual audit statements.

When submitting data through the ODE trial balance collection or other financial reports, EAs should ensure that totals represent actual transactions recorded under their local basis. ODE's validation processes focus on internal consistency, classification accuracy, and comparability across dimensions (fund, function, program, etc.), rather than the underlying accounting basis.

Transaction Types

- **Exchange** – equal value exchanged.
- **Exchange-like** – values exchanged not exactly equal.
- **Nonexchange** – one party gives without equal compensation, including derived tax revenues, imposed revenues, government-mandated grants, and voluntary nonexchange transactions.

Financial Statement Elements

- **Assets** – resources with service potential.
- **Liabilities** – obligations to transfer resources.
- **Deferred outflows/inflows** – consumption/acquisition of resources for future periods.
- **Fund balance (GASB 54)** – non-spendable, restricted, committed, assigned, unassigned.
- **Net position** – net investment in capital assets, restricted, unrestricted.

Capital Assets and Debt

- **Capital assets** – land, buildings, equipment, right-to-use assets (leases), subscription-based IT assets.
- **Capitalization thresholds** – recommended minimum $10,000. Please note, this $10,000 capitalization threshold aligns with updated Uniform Guidance (2 CFR 200) and is provided to support consistency in reporting, particularly for federally funded assets; it does not supersede locally adopted capitalization policies.
- **Depreciation** – straight-line unless modified approach applies.
- **Debt** – reported as other financing sources in governmental funds; liabilities in government-wide statements.

Chapter 5: Internal Controls, Compliance, and Audit

Purpose

Internal controls are the backbone of sound financial management. They provide reasonable assurance that public resources are safeguarded, financial reporting is accurate, and statutory and grant requirements are met. For Oregon Education Agencies (EAs), internal controls are not only best practice but a statutory obligation under ORS Chapters 294 and 327.

Every district, regardless of size, should design controls that:

- Protect assets from loss, fraud, or misuse,
- Ensure the integrity of financial records,
- Support compliance with state and federal requirements, and
- Promote efficient operations aligned with educational goals.

COSO Framework

The nationally recognized, Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework provides a structure for designing and evaluating internal controls. The COSO framework is an optional tool that EAs can use when considering internal controls. Its five components are interconnected and work best when applied together:

- **Control Environment** – Leadership sets the "tone at the top" through board oversight, ethics standards, conflict-of-interest policies, and professional development.
- **Risk Assessment** – EAs should identify and evaluate risks (e.g., cash handling, federal grant compliance, IT security) and plan responses.
- **Control Activities** – These are the day-to-day safeguards, such as purchase approvals, reconciliations, segregation of duties, and physical protections.
- **Information and Communication** – Reliable financial data should flow to the right people at the right time, from clerks and principals to boards and state agencies.
- **Monitoring** – Controls should be reviewed regularly, both internally and by external auditors, with corrective actions taken promptly.

Roles and Responsibilities

Responsibility for internal controls is shared across all levels of an education agency. The following groups each play a role in ensuring effective oversight and accountability:

- **Policy-Level Oversight** – The School Board adopts financial policies and receives audit results in accordance with its governance responsibilities.
- **Administrative Leadership** – The Superintendent promotes a culture of integrity, while CFOs/Business Managers design and oversee financial systems. Principals and site administrators enforce compliance at the school level, especially for activity funds.
- **Staff Implementation** – All employees should follow established procedures. Ongoing training is essential, so expectations are clear.
- **Independent Verification** – External auditors provide assurance that controls are working and recommend improvements.

Key Control Procedures

At minimum, every district should have controls in the following areas:

- **Segregation of Duties** – No single person should authorize, record, and maintain custody of assets.
- **Cash Handling** – All receipts should be deposited intact and promptly; disbursements may never be made directly from cash collections.
- **Procurement** – Purchasing should follow applicable state law and district policies, including documentation requirements for procurement and vendor selection.
- **Payroll** – Timesheets and payroll registers should be independently reviewed and reconciled.
- **Bank Reconciliation** – Accounts should be reconciled monthly, with review by someone not involved in cash handling.
- **IT and Access Controls** – System access should be limited, passwords secured, and permissions reviewed periodically.

Compliance Requirements

Oregon Education Agencies should operate within a layered compliance environment:

- **State Law** – ORS 294 (Local Budget Law) and ORS 327 (School Finance Statutes),
- **Federal Law** – Uniform Grant Guidance (2 CFR 200), covering allowable costs, procurement, and subrecipient monitoring,
- **Standards** – GASB pronouncements that govern accounting and financial reporting.

Each district should maintain written policies covering these requirements~~, with annual review and board approval~~.

A core component of internal controls is compliance with Uniform Grant Guidance. ODE is federally required to monitor subrecipients (2 CFR §200.332). EAs should maintain financial systems that support ODE's monitoring by coding grants accurately, producing reports on schedule, and ensuring expenditures are supported by documentation.

Audits

Audits provide independent assurance that financial statements are accurate, and funds are properly managed.

- **Annual Financial Audit** – Required under ORS 297.405 to test compliance with GAAP, GASB, and state law.
- **Federal Single Audit** – Required under 2 CFR 200 Subpart F for entities spending $1,000,000 or more in federal funds. EAs should prepare a Schedule of Expenditures of Federal Awards (SEFA) that reconciles with ODE data.

~~Examples of Audit Issues Observed in Governmental Financial Audits~~Common Audit Findings

The following examples are provided for educational purposes to highlight areas that commonly warrant attention in governmental financial audits:

- Misclassified or improperly coded federal expenditures,
- Weak segregation of duties (especially in smaller EAs),
- Missing or inadequate documentation for claims, and
- Misclassification of activity funds between fiduciary and governmental.

Proactive communication with auditors and prompt follow-up on findings, reduce the risk of repeat issues. EAs should consult their auditors regarding findings specific to their circumstances and applicable audit standards.

Continuous Improvement

Internal controls should evolve with changing requirements and risks. EAs should:

- Conduct periodic self-assessments,
- Update practices such as GASB or federal standards change,
- Implement and monitor auditor recommendations, and
- Provide regular staff training.

Embedding strong controls into everyday operations not only protects resources but also builds public trust in Oregon's schools.

Chapter 6: Financial Reporting Requirements

This chapter reflects ODE's responsibility to align Oregon education agency financial reporting with applicable Governmental Accounting Standards Board (GASB) pronouncements. PBAM provides standardized structures, definitions, and reporting expectations to support consistent application of GASB standards statewide. PBAM does not replace authoritative GASB literature or professional judgment, and EAs should consult GASB publications and their external auditors for technical interpretation.

Where district policy choices exist under GAAP (e.g., capitalization thresholds, useful lives, de minimis policies), PBAM may provide illustrative examples, but EAs remain responsible for adopting and applying board-approved policies in consultation with their auditors.

Purpose

Oregon Education Agencies should prepare financial statements and reports that comply with:

- **GAAP** as defined by GASB,
- **State statutes** (ORS 294 and ORS 327), and
- **Federal mandates**, including Uniform Grant Guidance and NCES survey requirements.

The Reporting Entity

Per GASB 14 and GASB 39, the reporting entity includes the primary government (district/ESD) and component units that are financially dependent or closely related. Examples:

- Charter schools with fiscal dependence,
- Blended units such as district-controlled foundations, and
- Discretely presented units where exclusion would be misleading.

EAs should reassess annually whether related organizations meet inclusion criteria.

Financial Reporting Model

In compliance with GASB 34, Oregon EAs must present two levels of statements:

1. Government-wide Statements (Accrual Basis)

- Statement of Net Position
- Statement of Activities

2. Fund Statements

- Governmental funds (modified accrual): Balance Sheet; Statement of Revenues, Expenditures, and Changes in Fund Balances
- Proprietary funds (accrual): Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; Statement of Cash Flows
- Fiduciary funds (accrual): Statement of Fiduciary Net Position; Statement of Changes in Fiduciary Net Position

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Determining When Enterprise Fund Reporting Is Required

Certain activities coded as enterprise operations (e.g., food services, internal service activities, or other fee-supported programs) may require reporting as Proprietary (Enterprise) Funds under GAAP. The use of enterprise-related function codes in PBAM does not automatically determine fund classification. Fund classification is governed by GASB standards and depends on the nature of the activity and how it is financed.

Under GASB standards, an activity should be reported as an Enterprise Fund if:

1. Fees are charged to external users for goods or services; and
2. One or more of the following criteria are met:
    - The activity is financed with debt secured solely by the fees and charges of the activity.
    - Laws or regulations require that the costs of providing services (including capital costs) be recovered primarily through fees and charges.
    - The pricing policies of the activity are designed to recover costs (including capital costs).

Materiality should be considered in determining whether separate Enterprise Fund presentation is required. Small or ancillary operations that are not intended to recover costs may remain in the General Fund, subject to auditor review.

If reported as a Proprietary Fund, the activity must be presented using the accrual basis of accounting and include:

- Statement of Net Position
- Statement of Revenues, Expenses, and Changes in Net Position
- Statement of Cash Flows

Education Agencies should evaluate enterprise activities annually in consultation with their external auditors to ensure proper classification and presentation.

PBAM coding supports identification and analysis of enterprise-type operations but does not independently mandate proprietary fund financial statement presentation.

Budgetary Reporting

EAs must adopt a balanced budget before each fiscal year begins. GASB requires:

- Budget-to-actual comparisons for the General Fund and major Special Revenue Funds,
- Presentation of original, final, and actual results, and
- Explanations for significant variances.

EAs must maintain reconciliations between adopted budgets and actual expenditures, including adjustments for encumbrances and supplemental budgets.

Capital Assets

Definition

Capital assets include land, land improvements, buildings, building improvements, vehicles, equipment, technology, and intangible assets such as software or subscription-based I.T. arrangements (SBITAs). They represent a major investment in public resources and require strict accountability.

Recordkeeping Requirements

EAs should maintain detailed records that include:

- Asset description and identification number,
- Acquisition date and historical cost,
- Funding source (if applicable),
- Location and custodian,
- Estimated useful life, and
- Method and date of disposal.

These records should be updated annually and retained to satisfy audit, insurance, and federal compliance requirements (see 2 CFR 200.313).

Capitalization vs. Inventory Thresholds

- Inventory control threshold: EAs may track items valued at $500 or more for control and insurance, even if not capitalized.
- Capitalization threshold: Assets with a value of **$10,000 or more** and useful life > 1 year should be capitalized in financial statements.
- Thresholds may vary by district policy but should be applied consistently.

Acquisition of Capital Assets

- Purchase – Recorded as capital outlay expenditures in governmental funds; capitalized in government-wide statements at historical cost.
- Leases – Recorded under GASB 87; right-to-use assets are capitalized with corresponding lease liability.
- Subscription-based IT arrangements – Recorded under GASB 96.
- Short-term rentals – Recorded as expenditures, not capitalized.
- Donations – Recorded at fair market value as of acquisition date.

Valuation

- Historical cost is preferred and includes purchase price, tax, shipping, and installation.
- Estimated historical cost may be used if records are unavailable, based on appraisal, comparable purchases, vendor input, or inflation-adjusted estimates.

- All estimation methods should be documented for audit purposes.

Reporting by Fund Type

- Governmental funds – acquisitions are expenditures; capital assets appear only in government-wide statements.
- Proprietary funds – assets recorded and depreciated within the fund.
- Fiduciary funds – assets reported in fiduciary statements but excluded from government-wide.

Depreciation

- Method – Straight-line depreciation is recommended unless another method better reflects usage.
- Useful lives – Established by district policy. Examples:
    - Buildings: 25–50 years
    - Building improvements: 10–20 years
    - Vehicles: 5–10 years
    - Technology: 3–7 years
    - Equipment/Furniture: 5–15 years
- Assets may be depreciated individually or in groups.

Disposals

When assets are sold, scrapped, or transferred:

- Remove both asset cost and accumulated depreciation from records,
- Document disposal method,
- Recognize gains/losses.

Liabilities and Debt

EAs should report both short- and long-term obligations, including:

Bonds, Full Faith and Credit Obligations (FFCOs), notes payable

Purpose and Scope

Bonds, Full Faith and Credit Obligations (FFCOs), and notes payable are common long-term financing mechanisms used by Oregon Education Agencies (EAs) to fund capital projects, major equipment, or other long-term needs. Because these instruments obligate future resources, accurate accounting, transparency, and compliance with statutory requirements (ORS Chapter 328, ORS Chapter 287A) are essential.

This section establishes minimum requirements for recognition, measurement, presentation, and disclosure of bonded debt and other financing arrangements.

Types of Debt Instruments

1. General Obligation (GO) Bonds
    - Secured by the full faith and credit of the district, backed by property taxes approved by voters.
    - Restricted in use by voter authorization and statutory debt limits.
2. Revenue Bonds
    - Secured by a specific revenue stream (e.g., enterprise revenues, pledged fees).
    - Rare in Oregon K–12 but may apply in self-supporting enterprise operations.
3. Full Faith and Credit Obligations (FFCOs), including Certificates of Participation (COPs)
    - Represent financing arrangements in which the district pledges its full faith and credit to repayment.
    - Often structured using lease or installment purchase agreements, including Certificates of Participation (COPs).
    - Typically, do not require voter approval but require board authorization and may be subject to state review.
4. Notes Payable
    - Short- to medium-term obligations, often for interim financing (e.g., tax anticipation notes, bank loans, equipment financing).

- Usually repaid from the General Fund or other designated funds when revenues are received.

Recognition and Measurement

Government-wide Statements (accrual basis)

- Record the debt liability at the time of issuance, equal to the amount of proceeds received (net of issuance costs).
- Record corresponding other financing sources (proceeds from debt).
- Amortize premiums, discounts, and deferred amounts over the life of the debt using the effective interest method.
- Accrue interest expense in the period incurred, whether paid or not.

Governmental Funds (modified accrual basis)

- Report proceeds as Other Financing Sources.
- Report debt service (principal and interest) as expenditures when due.
- Do not report long-term liabilities in governmental fund balance sheets.

Bond Issuance Costs, Premiums, and Discounts

- Issuance costs (e.g., legal, underwriting, administrative) are expensed as incurred (not capitalized).
- Bond premiums or discounts are amortized over the life of the bonds in government-wide statements, typically using the effective interest method.
- In governmental funds, premiums and discounts are recognized in the period received/paid and do not appear on the fund balance sheet.

Refunding of Debt

Refunding transactions occur when new bonds are issued to repay old bonds:

- Current refunding – new debt issued and immediately used to retire old debt.

- Advance refunding – proceeds placed in an irrevocable trust to pay future debt service on old bonds.

Accounting treatment:

- Record new debt at issuance; derecognize old debt when legally released.
- Record deferred outflows/inflows of resources for the difference between carrying amount and reacquisition price, amortized over the shorter of remaining life of old debt or new debt.

Debt Service and Compliance Requirements
EAs should:

- Establish **Debt Service Funds** (Fund 300) when required to accumulate resources for repayment.
- Levy taxes or designate other resources specifically for debt repayment.
- Monitor compliance with **ORS debt limitations** and voter-authorized purposes.
- Maintain **arbitrage rebate compliance** for federally tax-exempt bonds.

Disclosures (Minimum)
Notes to the financial statements should include:

- Description of outstanding debt, including purpose, type, and terms.
- Maturity schedules (principal and interest by year for at least the next 5 years, and in 5-year increments thereafter).
- Interest rates (fixed or variable) and debt service requirements.
- Call provisions, refunding, and defeasance transactions.
- Legal debt limit and margin under ORS.
- For FFCOs/COPs: underlying lease structure and pledged revenues.
- For notes: repayment source and any collateral pledged.

Internal Controls and Recordkeeping

EAs should maintain internal controls over debt issuance, repayment, and reporting consistent with the Internal Controls framework described in Chapter 5, including documentation, reconciliation, and segregation of duties appropriate to debt-related activities.

Lease and subscription liabilities

GASB Statements 87 (Leases) and 96 (Subscription-Based IT Arrangements) are recent standards with significant impacts on district balance sheets, disclosures, and statewide reporting consistency. The following summary is provided to support alignment with PBAM structures and reporting expectations. It is not intended to replace authoritative GASB guidance or professional judgment. EAs should consult GASB publications and their external auditors for technical interpretation and application.

Leases and Subscription-Based IT Arrangements (SBITAs) — GASB 87 & GASB 96

Purpose and scope

EAs frequently obtain the right to use assets through **leases** (e.g., buildings, vehicles, copiers) and **SBITAs** (software and hosted/Cloud solutions). GASB Statements **87** (Leases) and **96** (SBITAs) require recognition of **right-to-use assets** and **corresponding liabilities** for all arrangements that convey control of the right to use specified non-financial (for leases) or IT (for SBITAs) assets over a defined term, in an exchange or exchange-like transaction. This section sets minimum recognition, measurement, presentation, and disclosure requirements for Oregon EAs.

Core definitions (what is in / out of scope)

Lease (GASB 87). A contract that **conveys control** of the right to use another party's **non-financial assets** (e.g., land, buildings, equipment) for a **lease term** in an exchange or exchange-like transaction. Control exists when the district has (1) the right to obtain present service capacity from use of the underlying asset and (2) the right to determine the nature and manner of that use during the term.

SBITA (GASB 96). A contract that **conveys control** of the right to use another party's **IT software** (alone or with tangible IT assets) for a defined **subscription term** in an exchange or exchange-like transaction.

Out of scope (selected):

- Short-term leases/SBITAs (original maximum term **12 months or less** with no reasonably certain renewals).
- Contracts that transfer **ownership** of the underlying asset to the district at term end without termination options (financed purchase).
- Pure service contracts without a right-to-use component; **perpetual software licenses** (treat as intangible/capital asset, not SBITA).
- Biological assets, inventory, and supply/power purchase agreements that do **not** convey control of the underlying facility.

Policy choices EAs should document (practical expedients)
To drive consistency and auditability, each district should adopt policies for:

1. **Recognition threshold (de minimis).** Optional minimum present value (PV) below which arrangements are treated as period expenditures.
2. **Discount rate hierarchy.** (a) Rate explicitly stated in contract if it equals the implicit rate; otherwise (b) incremental borrowing rate for leases; (c) risk-free rate option is permitted (GASB guidance) when other rates cannot be practicably determined (apply consistently).
3. **Lease/subscription term assessment.** "Reasonably certain" criteria for exercising renewal or termination options.
4. **Portfolio approach** (optional). Group similar, immaterial leases/SBITAs with similar terms/rates for simplified accounting.
5. **Separation of components.** Identify and separate non-lease service components (e.g., maintenance, consumables, implementation services) from the right-to-use component; allocate consideration on a relative standalone price basis when practicable.

Short-Term Arrangements (Less Than 12 Months)

- **Lessee/SBITA user:** Recognize **period expenditures** as payments are made; do **not** recognize an asset/liability.

- **Lessor/SBITA provider:** Recognize **period revenue** as earned; no receivable/deferral beyond normal accruals.

Contracts That Transfer Ownership

If a contract **transfers title** at term end and lacks termination options, treat as a **financed purchase** by the lessee (capitalize the asset; record related debt) and as a **sale** by the lessor. Do **not** account for such contracts as leases under GASB 87.

Lessee Accounting — Leases Other Than Short-Term Or Ownership-Transfer

Initial measurement (government-wide basis)

- **Lease liability** = PV of payments expected during the term (fixed payments; variable payments that depend on an index/rate using **commencement date** index; amounts for reasonably certain options; residual guarantees likely to be owed; less incentives receivable).
- **Right-to-use lease asset** = lease liability **+** prepayments **+** initial direct costs **–** lease incentives received.

Subsequent Measurement

- **Lease liability:** Increase for interest; decrease for payments. Remeasure upon changes in term, assessment of options, or certain variable payment changes tied to an index/rate.
- **Lease asset: Amortize** systematically (generally straight-line) over the **shorter of** the asset's useful life or lease term; test for impairment as needed.

Governmental Funds (Modified Accrual Presentation)

- At inception: recognize **other financing sources** and related **expenditure**/asset outlay in the fund acquiring the underlying asset **as permitted by GASB 87 fund-level guidance**; the **long-term liability and right-to-use assets** are **government-wide** only.
- Payments: split **principal** and **interest** across appropriate debt service/expenditure objects at fund level; present full accrual impacts in government-wide statements.

Lessor Accounting — Leases Other Than Short-Term Or Ownership-Transfer

Initial measurement

- **Lease receivable** = PV of lease payments expected to be received.
- **Deferred inflow of resources** = lease receivable **+** any prepayments received **–** incentives provided.

Subsequent Measurement

- Recognize **interest revenue** using the effective interest method.
- Recognize **lease revenue** by **systematic amortization** of the deferred inflow over the lease term.
- The **underlying asset remains** reported and depreciated by the lessor (unless ownership transfers).

Subscription Based I.T. Arrangements Accounting (GASB 96) - Subscriber/Lessee

Initial Measurement (Government-Wide Basis)

- **Subscription liability** = PV of subscription payments for the term (same constructions as leases).
- **Subscription asset** = subscription liability **+** capitalizable implementation costs **–** incentives.

Subsequent Measurement

- **Subscription liability:** interest accretion and payment reductions; remeasure for qualifying changes.
- **Subscription asset: amortize** over **subscription term** (straight-line typically); test for impairment.

Governmental Funds

- Record **other financing sources** and **expenditures** at inception as applicable; recognize the long-term **subscription liability** and **subscription asset** at the **government-wide** level.

Development Stages And Cost Capitalization (Required By GASB 96)

1. **Preliminary project stage: Expense** activities like needs assessment, vendor demos, RFPs, and alternative evaluation.

2. **Initial implementation stage: Capitalize** configuration, coding, installation, essential data conversion, and testing necessary to place the subscription asset into service.
3. **Operation/additional implementation: Expense** training, maintenance, and post-go-live enhancements that are not necessary to make the asset operational.

Term, Discount Rate, Remeasurement, And Modifications

- **Term** = non-cancelable period **+** periods covered by options to **extend** (reasonably certain) or **terminate** (reasonably certain **not** to be exercised). Include **fiscal funding/appropriation clauses** only if reasonably certain to be exercised.
- **Discount rate:** implicit rate when determinable; otherwise, **incremental borrowing rate** (leases) or appropriate borrowing/risk-free rate (SBITAs) per district policy.
- **Remeasurement** (both leases and SBITAs) when:
    - Term changes due to reconsidered options.
    - Contract is amended (add/remove underlying assets, price changes not previously expected).
    - Variable payments tied to an index/rate change if the contract requires remeasurement, or
    - Assessment of residual guarantees/payment factors changes.
- **Modifications:** evaluate whether the modification is a **separate contract** (adds distinct right-to-use with commensurate price) or a **re-measurement** of the existing arrangement.

Allocating Consideration and Embedded Arrangements

- **Separate** non-lease/service components (e.g., copier maintenance, toner, helpdesk) from right-to-use components; allocate total consideration on relative standalone prices.
- Identify **embedded leases** or **embedded SBITAs** in broader service contracts, account for each component accordingly.

Presentation And Disclosures (Minimum)

Lessee (Leases/SBITAs):

- Present **right-to-use** (or **subscription**) assets and related **liabilities** separately or disclose separately in the notes.
- Note disclosures:
    - General description of leasing/subscription activities, basis and terms of variable payments, options, residual guarantees, and restrictions.
    - **Maturity analysis** of principal requirements (by 5 subsequent fiscal years and in 5-year increments thereafter).
    - For SBITAs, disclose **capitalized implementation costs** by stage and amortization method.

Lessor (Leases):

- Present **lease receivables** and **deferred inflows**; disclose the same qualitative terms, maturity analysis, and any component separation judgments.

Governmental Funds:

- Disclose the nature of **other financing sources** recognized at inception and how lease/SBITA payments are budgeted (e.g., general vs. debt service fund).

Internal Control and Recordkeeping (Minimum Standards)

- **Contract repository** with executed agreements, amendments, payment schedules, renewal/termination options, and indices.
- **Central review** for scoping assessment (lease/SBITA vs. service) and term/discount determinations.
- **Amortization schedules** generated at inception; tie-out to entries; monitor remeasurement triggers.
- **Segregation of duties** for authorization (entering contracts), measurement (PV calculations), and recording (journal entries).
- **Reconciliations** between contract schedules and general ledger; periodic sample testing of payments vs. schedules.

- **Year-end procedures** to capture new contracts, renewals, and modifications prior to closing.

Illustrative Example (Lessee – Lease)

- 5-year equipment lease; annual payments $50,000 at year-end; discount rate 10%; PV of payments (liability) ≈ **$208,493**; right-to-use asset initially equals liability (assuming no prepayments/incentives).
- Each year: recognize **interest expense** (effective interest) and **principal reduction**; **amortize** the right-to-use asset on a straight-line basis over 5 years. (A full amortization table should be maintained in the workpapers.)

Note: At the **fund** level, recognize the permissible **other financing source** at inception and split **principal/interest** outlays when payments occur; the **asset and long-term liability** appear in the **government-wide** statements.

Liability for Compensated Absences

Accounting for compensated absences is governed by GASB Statement No. 101, *Compensated Absences*. The following summary is provided for alignment with PBAM reporting and does not replace authoritative GASB guidance or professional judgment.

Compensated absences are employee benefits for which future payments will be required, such as vacation leave, sick leave, personal time off, holidays, parental leave, jury duty, military leave, bereavement leave, and certain sabbaticals.

- **Governmental Funds**
  In governmental funds, expenditures or liabilities for compensated absences are recognized only when they become due for payment. This means that only amounts expected to be liquidated with expendable available resources (e.g., payouts upon resignation or retirement during the fiscal year) are recorded. The unmatured portion of the liability is not recognized in governmental funds.
- **Government-wide Statements**
  In government-wide statements prepared on the accrual basis of accounting, the full liability for compensated absences should be recognized as employees earn the benefit.

This includes both the current portion (expected to be paid within one year) and the long-term portion (expected to be paid in future years).

- **Measurement Considerations**
  EAs should estimate the amount of accumulated leave balances that are more likely than not to be used or paid. Factors to consider include:
    - Historical usage patterns,
    - Contractual or policy provisions regarding carryover of leave,
    - Forfeiture rules for unused sick leave, and
    - The likelihood of leave being paid out upon termination or retirement.
- **Associated Costs**
  The liability for compensated absences should also include related payroll costs such as the employer's share of Social Security, Medicare, PERS contributions, unemployment insurance, and workers' compensation, if these costs will be incurred when leave is paid.
- **Reporting**
    - **Governmental funds**: Only matured compensated absences (due and payable) are reported as expenditures.
    - **Government-wide statements**: The entire earned liability, both current and long-term, should be reported as a liability on the Statement of Net Position. The current portion may be estimated based on trends or policies.

Accounting for compensated absences requires careful application of GASB standards and professional judgment. The guidance in this section is intended to support consistent reporting and alignment with PBAM structures, while authoritative interpretation and application remain governed by GASB guidance and auditor review.

Revenues and Expenditures

Purpose

Revenues and expenditures represent the core inflows and outflows of financial resources for Oregon Education Agencies (EAs). Clear classification and consistent recognition are essential to:

- Demonstrate accountability for public funds,
- Ensure compliance with GASB standards and Oregon statutes,
- Provide comparability across EAs, and
- Support accurate state and federal reporting.

Revenue Classification

Revenue should be classified into two broad categories under GASB Statement 34:

1. Program Revenue
    - Charges for services – tuition, transportation fees, food service sales, enterprise revenues.
    - Operating grants and contributions – categorical aid such as Title I, IDEA, or Nutrition Services.
    - Capital grants and contributions – restricted for facilities, construction, or equipment purchases.
2. General Revenue
    - Property taxes and local option levies,
    - State School Fund allocations and other unrestricted state aid,
    - Unrestricted federal sources,
    - Investment earnings not restricted for a program,
    - Miscellaneous unrestricted sources.

Why this matters: Classifying revenue into program vs. general allows readers to see the true "net cost of services."

Revenue Recognition

Revenue recognition is governed by GASB Statement 33 and requires assessment of both measurability and availability/eligibility:

- Exchange transactions – Each party gives and receives equal value (e.g., cafeteria sales). Recognize when earned.
- Exchange-like transactions – Values exchanged are not equal (e.g., subsidized fees). Recognize when earned and measurable.
- Nonexchange transactions – One party provides value without directly receiving equal value in return:
    - Derived tax revenues – e.g., income or excise taxes (rare in Oregon schools).
    - Imposed nonexchange revenues – property taxes, fines, and penalties. Recognize when imposed and measurable, subject to availability.
    - Government-mandated revenues – state or federal programs such as IDEA or ESSA. Recognize when eligibility requirements are met.
    - Voluntary nonexchange revenues – discretionary grants and donations. Recognize when all eligibility criteria are met.

Availability criterion (governmental funds): Revenues should be collectible within the current period or soon enough thereafter (normally within 60 days) to be available to finance current expenditures.

Advance payments: Revenues received before eligibility requirements are met should be reported as Unearned Revenue (liability).

Property Taxes

Property taxes are a major local revenue source and should be recognized carefully:

- Revenue is recognized when levied and measurable, subject to the 60-day availability rule.
- Uncollected amounts not available are reported as Deferred Inflows of Resources.
- Financial statement notes should disclose levy, lien, and collection dates.

Federal and State Grants

- Expenditure-driven grants (e.g., Title programs) – Revenue recognized when allowable costs are incurred.
- Entitlements and formula-based allocations (e.g., State School Fund, IDEA base allocation) – Recognize when eligibility criteria are satisfied.
- Categorical aid – Restricted for specific uses and reported accordingly.
- Advance payments – Recognize as liability until expenditures are made.

Local Revenues

- Tuition and fees – Charges to individuals or other EAs, reported as program revenues.
- Earnings on investments – General revenues unless legally restricted.
- Donations and contributions – Recognized at fair market value when received.
- Miscellaneous local sources – Includes rentals, leases, insurance recoveries, and one-time settlements.

Expenditure Classification

Expenditures should be classified and presented at multiple levels of detail to meet Oregon budget law and PBAM reporting requirements, while recognition and measurement are governed by GASB standards.

Encumbrances: Purchase orders and contracts should be recorded as encumbrances to support appropriation control under Local Budget Law and PBAM reporting. They are not GAAP expenditures and are not reported in fund or government-wide financial statements but may be presented in budget-to-actual schedules.

Expenditure Recognition

- Governmental funds (modified accrual): Expenditures recognized when liability is incurred and payable from available resources.
    - Debt service expenditures are recognized when due.

    - Compensated absences recognized when matured (due and payable).
- Government-wide (accrual): Expenses recognized when incurred, regardless of payment timing.

Special Considerations

- State School Fund (SSF): SSF revenues are classified as general revenues under GASB. For financial reporting purposes, SSF revenue is recognized in the fiscal year in which eligibility and availability criteria are met. For budgetary presentation, SSF revenue estimates should be presented consistently with the adopted budget and recognized under the applicable accounting basis~~SSF revenues should align with appropriations adopted in accordance with Oregon Local Budget Law~~.
- Nutrition Services: Report program revenues from food sales and federal reimbursements; code expenditures to Food Services function.
- Student Body/Activity Funds: Classify as governmental or fiduciary depending on control.
- Capital Outlay: Expenditures recorded in capital objects in fund statements; capitalized and depreciated at government-wide level.
- Debt Service: Reported separately by debt service functions; disclose principal and interest components in the notes.

Required Disclosures

District financial statements should include notes that provide transparency, context, and detail to supplement the basic statements. GASB standards, Oregon statutes, and federal rules establish minimum disclosure requirements. At a minimum, EAs should include the following:

1. Significant Accounting Policies

- A summary of the basis of accounting and measurement focus used in each fund (modified accrual for governmental funds; accrual for proprietary and fiduciary funds).
- The district's capitalization threshold for capital assets and depreciation method.

- Policies for recognition of revenues (including “measurable and available” criteria for governmental funds).
- Basis for classifying fund balances and net position categories.
- Criteria for determining component units and method of presentation (blended vs. discrete).

Purpose: These policies help readers understand how the education agency applies GAAP and ensure comparability across EAs and fiscal years**.**

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2. Deposits and Investments

- Description of the district’s deposit and investment policies, including compliance with ORS Chapter 295 (collateralization of public funds) and ORS Chapter 294 (permitted investments).
- Breakdown of investments by type, maturity, and credit quality.
- Disclosures of custodial credit risk, concentration risk, interest rate risk, and foreign currency risk, per GASB 40.
- Policies for fair value measurement (GASB 72).

Purpose: These disclosures demonstrate compliance with state law and provide assurance that public funds are safeguarded.

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3. Property Tax Recognition

- Policy for recognizing property tax revenues, including the definition of “available” (typically 60 days after year-end).
- Description of the levy, lien, and collection dates.
- Amount of property taxes receivable and deferred inflows of resources.

Purpose: Property taxes are the largest local revenue source for most Oregon EAs; clear disclosure ensures users understand timing differences between levy, collection, and recognition.

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4. Pensions and Other Postemployment Benefits (OPEB)

- Description of pension/OPEB plans (e.g., Oregon Public Employees Retirement System – PERS).
- Contribution requirements, actuarial methods, assumptions, and discount rates.
- Net pension liability (asset), deferred outflows/inflows of resources, and related pension/OPEB expense.
- Sensitivity of net liability to changes in discount rate.
- Information required under GASB 68 (Pensions) and GASB 75 (OPEB).

Purpose: PERS obligations represent one of the largest long-term liabilities for EAs; these disclosures give stakeholders a clear picture of long-term fiscal commitments.

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5. Leases and Subscription Liabilities

GASB references for Leases (GASB 87) and Subscription Liabilities (GASB 96)

- General description of leasing and subscription activities.
- Schedule of future principal and interest requirements for leases and SBITAs, by year for the next five years and in five-year increments thereafter.
- Basis, terms, and conditions of variable payments, renewal options, termination clauses, and residual value guarantees.
- Amortization of deferred inflows for lessors and subscription/lease assets for lessees.

Purpose: New GASB standards require that right-to-use assets and subscription liabilities be transparent to readers; these disclosures explain the scale and terms of such obligations.

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6. Contingencies and Commitments

- Disclosure of outstanding commitments for construction contracts, capital projects, or significant purchase agreements.

- Disclosure of litigation, claims, or grant compliance matters that could result in loss or additional obligations.
- Explanation of circumstances under which federal or state grant funds might be subject to repayment.

Purpose: These disclosures inform users about obligations that could impact future financial conditions, even if they are not yet recognized as liabilities**.**

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7. Interfund Balances and Transfers

- Detail of due-to/due-from balances between funds at year-end, including purpose and expected repayment terms.
- Schedule of interfund transfers, distinguishing routine operating transfers, legally required transfers, and non-routine transfers (e.g., moving bond premium to a capital projects fund).
- Explanation of significant transfers that do not occur on a routine basis.

Purpose: These disclosures provide transparency on how resources are moved across funds and help identify structural budget imbalances if operating transfers are recurring**.**

Changes and Errors

Financial statements should present consistent and comparable information across periods. When changes or corrections are necessary, they should be accounted for in accordance with GASB Statement No. 100, Accounting Changes and Error Corrections (2024). This standard requires EAs to distinguish between changes in principle, changes in estimates, changes in reporting entity, and error corrections, and to apply the appropriate accounting treatment.

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1. Changes in Accounting Principle

A change in principle occurs when a district adopts a new accounting standard or voluntarily changes from one acceptable accounting principle to another.

- Examples: Adoption of a new GASB pronouncement (e.g., GASB 87 on leases), or changing inventory valuation methods from FIFO to weighted average if both are GAAP.
- Accounting treatment: Apply retroactively by restating prior periods presented, if practicable. This means adjusting beginning net position, fund balance, or other affected balances for the earliest period presented, as though the new principle had always been applied.
- Disclosures:
    - Nature of the change,
    - Justification for why the new principle is preferable,
    - Method of applying the change, and
    - Impact on beginning balances and comparative data.

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2. Changes in Accounting Estimate

A change in estimate results from new information or experience that affects the expected outcome of existing balances. Estimates are necessary when precise measurement is not possible.

- Examples: Revisions to estimated useful lives of capital assets, changes in assumptions about collectible property taxes, pension discount rate changes, or revised actuarial assumptions for OPEB.
- Accounting treatment: Apply prospectively in the period of change and future periods affected. Do not restate prior periods.
- Disclosures:
    - Nature of the change,
    - Effect on the current period, if material, and
    - Statement that prior periods have not been restated.

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3. Changes in Reporting Entity

A change in entity occurs when the composition of the district's financial reporting entity changes.

- Examples: Addition or removal of a charter school as a component unit, consolidation of a blended foundation, or reclassification of a unit from discrete presentation to blending (or vice versa).
- Accounting treatment: Apply retroactively by restating all periods presented as though the new entity structure had always been in place.
- Disclosures:
    - Description of the nature of the change,
    - Justification for including or excluding the unit,
    - Restatement of prior periods for comparability.

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4. Error Corrections

An error is an unintentional misstatement or omission in prior financial statements, such as misclassification, omission of assets or liabilities, or failure to apply GAAP.

- Examples: Misstated revenue recognition, failure to capitalize eligible assets, misreporting of interfund transfers, computational mistakes.
- Accounting treatment: Correct retroactively by restating prior periods, if material. Adjust beginning balances of assets, liabilities, or fund/net position for the earliest period presented.
- Disclosures:
    - Nature of the error,
    - Method of correction, and
    - Impact on prior-period financial statements and balances.

Materiality Considerations

- Only material changes or errors require restatement.

- Immaterial items may be corrected in the current period without restating prior statements.
- EAs should establish internal thresholds for evaluating materiality, subject to auditor review.

Presentation in Financial Statements

- Retroactive applications (principle changes, entity changes, and material errors) require restating prior-period financials and clearly labeling them “as restated.”
- Prospective applications (estimated changes) are included in current and future statements without altering past periods.

Disclosure Requirements (Minimum)

For all changes and error corrections, EAs should disclose in the notes:

1. The nature of the change or error,
2. The reason for the change (or description of the error),
3. The method of applying the change,
4. The effect on beginning net position/fund balance and prior-period results, and
5. If comparative financials are presented, the effect on all periods shown

See Chapter 4 for definitions of measurement focus and basis of accounting.

Chapter 7: Cost Accounting and Program Reporting

Purpose

Oregon Education Agencies (EAs) are responsible for not only tracking fund, function, and object expenditures, but also reporting costs by **program** and **school site**. Cost accounting ensures that:

- Resources are allocated equitably,
- Compliance with **federal cost principles** (2 CFR 200) is maintained,
- Policymakers and the public can evaluate the **true cost of educational services**, and
- Financial data supports **performance and accountability reporting**.

Direct vs. Indirect Costs

Direct Costs

Costs that can be directly attributed to a program or activity.

Examples:

- Teacher salaries and benefits,
- Instructional supplies,
- Program-specific contracts.

Indirect Costs

Costs that benefit multiple programs and should be allocated.

Examples:

- District administration,
- Custodial and maintenance services,
- IT and network infrastructure.

Allocation Methodologies

EAs should apply consistent and rational allocation methods, such as:

- **Full-Time Equivalent (FTE) Teachers** – to allocate instructional support costs.
- **FTE Students** – to distribute student support services.

- **Square Footage** – to allocate facilities and operations costs.
- **Direct Usage** – when service records (e.g., transportation mileage, utility meters) exist.

Allocation methods should be documented in district policies and reviewed annually.

Cost Allocation vs. Indirect Cost Rates

Cost allocation and indirect cost rates serve related but distinct purposes and are applied in different contexts. Cost allocation is an accounting practice used to distribute shared costs across benefiting programs or activities to reflect the cost of services accurately. Allocation methods should be reasonable, consistently applied, and documented and may be used for both state and federal reporting.

Indirect cost rates are a federal reimbursement mechanism used to recover allowable indirect costs charged to federal grants. The U.S. Department of Education has designated the Oregon Department of Education (ODE) as the cognizant agency responsible for negotiating and approving indirect cost rates for Oregon education agencies. ODE's Office of Accounting manages this process.

The use of an approved indirect cost rate is subject to federal requirements and grant-specific limitations, and some grants limit or prohibit indirect cost recovery. EAs should apply indirect cost rates only to the extent permitted by the applicable grant program and approved rate agreement from ODE's Office of Accounting.

Federal Cost Principles

Under **Uniform Grant Guidance (2 CFR 200, Subpart E)**, costs should be:

- **Allowable** – necessary and reasonable for program purposes,
- **Allocable** – assignable to the benefiting program in proportion to benefit received,
- **Consistently treated** – not double-charged or misclassified,
- **Adequately documented** – supported by records such as payroll, purchase orders, or contracts.

Uniform Grant Guidance requires that subrecipient financial systems produce timely, accurate reports at the frequency required by the pass-through entity. ODE's Office of Finance & Administration determines reporting frequency and uses a risk-based framework for monitoring. EAs should therefore maintain systems that can generate grant-level financial reports consistent with PBAM coding.

Program Cost Reporting

Oregon requires program cost reporting to support state accountability and federal reporting. PBAM supports **school-level and program-level cost analysis, where applicable**, to facilitate internal review and **reporting generated by ODE** using PBAM-aligned data. This section does not establish a new standalone reporting requirement for EAs.

A complete program cost analysis may include the following components:

1. **Direct Instruction Costs** – Teacher salaries, instructional materials, and other costs directly attributable to instruction.
2. **School-Level Indirect Costs** – Custodial services, utilities, and site-based administration that benefit multiple programs at a school.
3. **District-Level Indirect Costs** – Central services such as governance, district administration, and information technology.
4. **Program Revenues** – Grants, state aid, and fees associated with specific programs.

Example – Title I Program Cost Analysis (Illustrative)

The following example is provided for program cost analysis and transparency purposes and does not represent grant charging or reimbursement requirements. Allowability and charging of costs to federal grants must follow applicable federal guidance and approved indirect cost rate agreements.

Category	Amount	Basis of Allocation
Direct Instruction (Teachers)	$450,000	Payroll records
Instructional Materials	$40,000	Direct purchase

Category	Amount	Basis of Allocation
Custodial & Utilities	$25,000	Square footage
Central Administration	$35,000	% of student FTE
Total Program Costs	$550,000	

Allocation of shared costs may be used to understand and report the full cost of programs for planning, analysis, and transparency purposes. However, the charging of costs to federal grants is governed by federal allowability rules. Certain costs (such as custodial services and utilities) may not be charged directly to specific grants and must instead be recovered through the approved indirect cost rate, where permitted.

~~District Checklist for~~ Program Cost ~~Reporting~~Analysis Checklist

- Identify direct program expenditures.
- Define indirect cost pools (administration, operations, IT).
- Apply documented allocation methods.
- Maintain the capability to prepare school-level and program-level cost analyses when needed for internal analysis or an established reporting requirement. ~~Prepare school-level and program-level cost reports.~~
- Reconcile program costs with total expenditures in the general ledger.
- Complete program-cost reporting only when required through a separately established ODE or federal reporting requirement.~~Report program costs as required by ODE and federal agencies~~.

Chapter 8: Activity Fund Management

Terminology Note

In this chapter, the term *activity fund* refers to legally defined accounting and reporting classifications required under Oregon Administrative Rules and applicable GASB standards. Use of the term does not imply creation of additional operating funds beyond those required for legal compliance and financial reporting.

Accounting and Reporting for Student Activity Funds

Student activity funds are a unique category of school monies that require special care. Unlike most district funds, **these dollars legally belong to the students who raised them**, not to the district or the school. They carry distinct stewardship and compliance responsibilities under **OAR 581-22-717(2)**, which requires each school district to prescribe the purposes for which student activity funds may be obtained and used, and to define the role of students in their management and expenditure.

1. Ownership and Purpose

Funds raised by or for student organizations must be used solely to benefit the current student body. These funds are not public resources in the same sense as General Fund revenues, but rather **student-held trust monies** raised with an implicit contract that they will be spent for the students' benefit. Misuse of these funds—such as using them for staff gifts, charitable donations, or non-student purposes—can result in audit findings and, in serious cases, legal or ethics investigations.

2. Fund Classification and Control

Activity fund classification requires evaluation under both **Oregon Local Budget Law** and **GAAP financial reporting standards**, including GASB Statement No. 84. Classification depends on the **facts and circumstances** surrounding control, administrative involvement, and the purpose of the assets.

Student and district activity funds are not automatically classified as fiduciary or governmental for GAAP purposes. Education agencies must assess the level of administrative involvement, restrictions on use, and who ultimately benefits from the funds when determining appropriate financial statement presentation.

Under GASB 84, assets may be reported as fiduciary (custodial) only when the district does not have administrative involvement or direct financial involvement and the assets are held for the benefit of individuals or organizations outside the government. Where the district exercises ongoing administrative involvement or the assets benefit district programs or students broadly,

the activity is generally reported as a governmental fund (typically special revenue) for GAAP financial reporting.

For budgeting purposes, education agencies may continue to budget activity funds in accordance with Oregon Local Budget Law. Differences between budgetary treatment and GAAP financial reporting should be disclosed in the financial statements, as applicable.

Education agencies should consult their external auditors when evaluating activity fund classification under GASB 84.

3. Student Participation in Spending Decisions

Each transaction from a student activity fund must include documentation of student involvement or approval.

- At secondary schools, this may include signatures of student officers (e.g., ASB president, treasurer) on expenditure forms alongside a principal or advisor.
- At elementary schools, where students may not have formal officers, the principal or advisor must ensure expenditures directly benefit students and are consistent with the fund's original purpose.

If student participation cannot be reasonably documented, expenditures should not occur until proper authorization is obtained.

4. Budgeting and Reporting

- Governmental activity funds are subject to Local Budget Law (ORS 294) and should be included in district budgets, appropriated by function and object consistent with PBAM.
- Student activity funds may be budgeted or reported differently under Oregon Local Budget Law and GAAP financial reporting. Classification for financial statements must be determined based on facts and circumstances under GASB 84, and differences between budgetary presentation and GAAP reporting should be reflected and disclosed in the district's annual audit and ACFR, as applicable.
- Activity accounts should be reviewed on a regular basis to ensure balances are accurate, appropriate, and consistent with the intended purpose of the activity. Financial reports should be available by individual activity or group to support transparency and oversight.

- EAs should establish an approval process for fundraisers, which may include documentation of the purpose of the fundraiser and how proceeds are intended to be used.

5. Allowable and Prohibited Expenditures

Allowable uses include:

- Student travel, events, uniforms, awards, supplies, and activities that directly benefit students.
- Reasonable costs associated with student participation in conferences or competitions.

Prohibited uses include:

- Flowers, gifts, or meals for staff or community members.
- Charitable donations not directly benefiting current students.
- Principal discretionary accounts or purchases without student authorization.
- Funding alumni events or post-graduation activities.

6. Transfers and Fund Balances

Transfers within activity funds should respect the original intent of the fundraiser.

- If funds were raised for a specific class or event, remaining balances must be used in a way that reasonably benefits that same student group.
- When students have graduated and a balance remains, EAs may reallocate the funds for similar student purposes if documentation shows the original intent is no longer applicable.
- Funds from parent or community donations given “for general school use” should not be treated as student body funds; these belong in the General Fund as local donations.

7. Internal Control Requirements

Strong internal controls are essential to the proper stewardship of student activity accounts, regardless of whether they are managed at individual schools or centrally within the district office. EAs should follow best practices, including:

- Establish and follow internal control procedures for the approval and establishment of new activity accounts.
- Separate duties for collection, deposit, recording, and reconciliation to the extent practicable, with compensating controls where staffing limitations exist.
- Follow documented internal control procedures for handling and depositing receipts, whether activity accounts are maintained at the school level or centrally.
- Ensure expenditures from activity accounts comply with district purchasing policies and applicable approval requirements.
- Review activity account balances and transactions on a regular basis to ensure funds are used consistently with their intended purpose.
- Ensure activity accounts are included in the district's annual audit and subject to appropriate audit procedures.

This approach allows EAs flexibility in how activity accounts are administered while maintaining consistent expectations for accountability, oversight, and auditability.

8. Training and Oversight

Each school should have a designated staff advisor trained in student fund management. Student treasurers and officers should receive annual orientation on policies, allowable uses, and documentation requirements. Building administrators are responsible for ensuring compliance with board policy, **OAR 581-22-717(2)**, and district procedures.

Appendices

Appendix A – Key definitions, acronyms, and abbreviations

Accountability Measure (Dimension)
A reporting code used to link budgeted and actual expenditures to performance/accountability metrics (e.g., grade-level learning outcomes, instructional practice indicators).

Accounting System
The methods and records used to identify, assemble, analyze, classify, record, and report a government's transactions and to maintain accountability for related assets and liabilities.

Accounts Payable
A short-term liability for amounts owed for goods and services received but not yet paid.

Accounts Receivable
An asset for amounts due for goods and services provided but not yet collected (excludes due from other funds/governments unless specifically recorded as such).

Accrual Basis
Recognizes revenues when earned and expenses when incurred, regardless of cash timing. Used in government-wide statements under GASB.

Accumulated Depreciation
A contra-asset account that records the total depreciation recognized on a capital asset to date.

~~**Activity (Dimension / Tracking Field)**~~
~~(Optional) A code to track specific services or events (e.g., athletics, clubs, field trips). Useful for co-/extra-curricular tracking beneath programs/functions.~~

Actuarial Basis
A method for computing periodic contributions so that contributions plus compounded earnings will fund required payments (e.g., pensions), considering time and assumed rates of return.

Ad Valorem Tax
A tax based on assessed value (e.g., property tax).

Allot
To divide an appropriation into smaller amounts available to encumber or expend during defined periods.

Annual Comprehensive Financial Report (ACFR)
A government's comprehensive annual financial report prepared in conformity with GAAP, including government-wide and fund financial statements with notes, RSI, and statistical sections. (Terminology updated from the former "CAFR.")

Appropriation
Legal authority granted by the governing body to incur obligations and make expenditures for specified purposes, within stated amounts and timeframes.

Arbitrage
Earning higher taxable investment returns on proceeds of tax-exempt debt than the interest cost on that debt (subject to federal restrictions and rebate rules).

Assistance Listing Number (ALN) / CFDA
The federal program identifier (formerly CFDA). Used for SEFA reporting and grant identification (e.g., 84.010 Title I, Part A).

Basis of Accounting
Refers to the timing of recognition for revenues/expenditures/expenses and related assets/liabilities (e.g., accrual, modified accrual, cash, modified cash).

Budget
The financial plan for a period that estimates resources and authorizes spending (typically for a fiscal year).

Budget Document
The instrument presenting the proposed budget, supporting schedules, and draft legal measures needed to enact it.

Budget Message
A written narrative from budget leadership explaining major items, assumptions, trends, and policy recommendations.

Budgetary Basis
The basis used to prepare and monitor the legally adopted budget (may differ from GAAP—for example, by excluding accruals or encumbrances).

Budgetary Control
Managing operations in accordance with the adopted budget to keep spending within available appropriations and expected revenues.

Deferred Inflows of Resources
Acquisitions of net assets applicable to future periods (e.g., property taxes not yet "available," certain pension items).

Deferred Outflows of Resources
Consumptions of net assets applicable to future periods (e.g., certain pension/OPEB items).

Encumbrance
A reservation of budget authority for a commitment (e.g., purchase order, contract) before goods/services are received. Helps prevent overspending.

Expenditures
Decreases in net financial resources of governmental funds (e.g., current operations, capital outlay, debt service), recognized primarily when liabilities are incurred under modified accrual.

Function
The purpose of an activity/cost (e.g., instruction, student support services, administration, operations). PBAM uses this to indicate the broad operational objective.

Fund
A fiscal and accounting entity with a self-balancing set of accounts, established to carry out specific activities or meet certain objectives under special regulations/restrictions (e.g., General, Special Revenue, Debt Service, Capital Projects, Proprietary, Fiduciary).

Fund Balance (Governmental Funds)
The difference between assets and liabilities, classified per GASB 54 as Nonspendable, Restricted, Committed, Assigned, and Unassigned (the latter only in the General Fund).

Grant / Project
An identifier tying revenues/expenditures to a specific award or project to support budgeting, compliance (including ALN and award year), reporting, and monitoring.

Indirect Costs
Allowable shared/overhead costs that cannot be readily assigned to a single program/grant but may be recovered via an approved indirect cost rate (per UGG).

Location
~~(Optional)~~ Identifies the school, site~~, department, or office~~ accountable for a transaction (i.e., the school).

Measurement Focus
Determines which assets/liabilities are reported and whether operating statements present flows of current financial resources (governmental funds) or economic resources (government-wide/proprietary/fiduciary).

Modified Accrual Basis
Recognizes revenues when measurable and available to finance current-period outflows; recognizes expenditures when the related fund liability is incurred (with specified exceptions). Used by governmental funds.

Modified Cash Basis
A non-GAAP hybrid that primarily recognizes transactions on a cash basis with limited accrual-like adjustments (e.g., for payroll, debt service). Often used for statutory/budgetary reporting; not GAAP for external financial statements.

Object (Dimension)
Classifies the type of item or service purchased (e.g., salaries, benefits, professional services, supplies, capital outlay).

Prepaid Expenditures
Payments made in advance of receiving goods or services; recorded as assets until benefits are realized.

Program (Dimension)
A plan of activities to accomplish specific objectives (e.g., Special Education—School Age; Career & Technical Education; Child Nutrition). Distinct from Function (purpose) and Object (type of cost).

Revenues
Increases in net resources (governmental funds) other than other financing sources; recognized under modified accrual when measurable and available.

Schedule of Expenditures of Federal Awards (SEFA)
The annual schedule required for Single Audit reporting that lists federal awards expended during the fiscal year by program/ALN and amount.

Subscription-Based Information Technology Arrangements (SBITAs)
SBITAs are contracts where government entities pay for the right to use a vendor's IT software (e.g., SaaS) for a specific period.

Uniform Grant Guidance (UGG) – 2 CFR 200
Federal rules for administrative requirements, cost principles, and audit requirements for non-federal entities receiving federal awards (includes allowability, procurement, subrecipient monitoring, SEFA/audit).

Appendix B – Budget Forms

- District Budgeting Checklist
- ED-1 Notice of Budget Hearing
- ED-50 Notice of Property Tax Levy

Appendix C – Internal Controls & Month-End Close

- Month End Close Framework
- Cash Handling Checklist
- Purchasing and Procurement Controls
- Activity Fund Oversight Checklist
- Year-End Closing Checklist
- Payroll Checklist

Appendix D – Accounting/Financial Reporting:

- Example Journal Entries
- Financial Statement Note Disclosures

Appendix E – Federal & Special Program Guidance

- Oregon Revised Statutes (ORS 294, ORS 327.511)
- Oregon Administrative Rule 581-023-0035: Budgeting and Accounting for Schools
- Governmental Accounting Standards Board (GASB) standards
- Uniform Grant Guidance (2 CFR 200)
- Title Program Allowable Spending and Federal Cost Principles
- Student Body Funds
- Sources of Accounting and Budget Information
- School Medicaid

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 10/15/2026
Title: Program and Budgeting Manual Rule Amendment
Status: First Reading
Presentation: Yes
Key Staff: Aaron Rivera, Tim Anderson
Topic Summary: The Oregon Department of Education is interested in updating the Program and Budgeting Manual and Chart of Accounts to improve accountability and reduce reporting burden. To do so, the State Board of Education formally amends the rule to incorporate the new version. The current rule is tied to the current version of the manual.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

The Program Budgeting and Accounting Manual provides accounting and budget guidance to education agencies in Oregon as well as a system to code their financial data. This data is then submitted to ODE and used to inform State School Fund payments and other compliance processes. A noteworthy update was approved in April of 2026, increasing the transparency and consistency of data budgeted, tracked and reported to ODE effective 7/1/2028. Since adoption of the new PBAM in April of 2026, ODE has engaged partners to update and refine the PBAM to better enable implementation and use of the PBAM and Chart of accounts.

The rule governing the Program Budgeting and Accounting Manual is tied to the specific manual it was enacted for. To make changes, the board must formally amend the rule to incorporate the new version of the manual. This rule change is the first of what will be regular adjustment to the PBAM to continuously clarify, refine and enhance guidance resulting from ongoing

partner engagement and feedback, and internal identification of improvements (potentially biennial adjustments).

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

ORS 327.511 – Uniform Budgeting and Accounting System

(1) The State Board of Education shall adopt by rule a uniform budget and accounting system for school districts and education service districts.

(2) The uniform budget and accounting system shall include uniform definitions for a chart of accounts that shall allow for valid comparisons of expenditures among schools and among districts. The uniform definitions for the chart of accounts shall be developed by the Department of Education in consultation with the Legislative Revenue Officer, the Legislative Fiscal Officer, the Oregon Department of Administrative Services and appropriate organizations that represent kindergarten through grade 12 educational interests.

(3) The uniform budget and accounting system shall allow for the gathering of data on separate functions and programs, including but not limited to:

a) Individual school;
b) Grade level;
c) Curriculum area;
d) Class size; and
e) Extracurricular activities.

(4) The Department of Education shall place data gathered from the uniform budget and accounting system in a database that includes information that is accessible by the public through the Internet, a personal computer or other similar technology. [1997 c.616 §1]

OAR 581-023-0035 – Budgeting and Accounting for Schools

Rules governing the budgeting and accounting systems for schools and the school systems of accounts are contained in Chapter 2 of the Program Budgeting and Accounting Manual, published by the Oregon Department of Education. The State Board of Education adopts this publication to govern budgeting and accounting systems for schools.

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

An update to the PBAM was approved in April 2026 effective July 1, 2028. Since that time, the Department of Education has continued to engage partners to refine and update the PBAM and

chart of accounts, and as the PBAM is refined will continue to return with adjustments at a regular interval, even if changes decrease in both volume and materiality.

4. **Why is this item coming before the Board now?**

ODE has a strong interest in reducing reporting burden with districts as well as improving accountability. The updated chart of accounts and expanded accounting and budgeting guidance in the Program Budgeting and Accounting Manual work to accomplish those two goals. The proposed changes being presented for the Board are intended to improve the clarity of the documents and well as make the implementation easier for districts. The edits and clarifications have largely been made based on feedback from districts beginning the work to transition to the new Chart of Accounts in 2028.

5. **Who requested or brought about the need for this item? (Select all that apply.)**

☒ ODE Staff
☐ Students
☐ Families
☐ Community-Based Organizations
☐ Culturally Specific Organizations
☒ School Districts
☒ Education Service Districts
☒ Charter Schools
☐ Oregon State Legislature
☐ Educational Associations
☐ Racial Justice Council
☐ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☒ Other: Governor's Office

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

School districts are most likely to be affected by the change as well as ODE internal systems. ODE has engaged districts in three ways: establishing an "Early Adopters" group of district and ESD business officials to review implementation systems, processes and materials;

reestablishing the Chart of Accounts Committee as well as sub-committee meetings to tackle the most complex issues to overcome; and ODE has continued to meet with district staff during "Open Office" hours and other ad hoc discussion and engagement.

ODE has prioritized responding to questions from our partners, and making decisions on the priority adjustments that will be brought to the SBE for approval. ODE has worked with district partners to elevate issues and adjust where possible, while retaining the consistency, transparency and efficiency originally envisioned with accountability initiatives.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon's nine federally recognized tribes? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication.
   - ☐ Yes – Only Communication.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

   Please enter your answer here

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon

☐ Tribal lands
☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

This will impact all of the selected geographical perspectives as it impacts all school districts in the state. ODE has attempted to consider representation of both regional, size and other factors while engaging district partners directly, through Early Adopter venues or the reestablishment of the Chart of Accounts Committee.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

Here is the most prominent feedback we heard from the field:

- Coding Improvements: Need for clarity on new coding structure and alignment.
- Systems Capacity: ERP vendor readiness and integration timelines cited as critical.
- Funding/Cost Concerns: Questions on cost implications and resource allocation.

ODE has focused on answering questions and returning guidance and direction to partners, as well as engagement directly, through Early Adopters and the Chart of Accounts committee. ODE has continued to make changes to the PBAM and chart of accounts that clarify, update and change as a result of engagement and continous feedback.

In terms of systems capacity, ODE is meeting weekly with the two accounting software vendors who service 97% of Oregon school districts to focus on implementation supports. ODE has hired a Limited Duration Implementation Specialist position to increase the bandwidth to respond directly to each district as issues arise, and other partner engagement activities that districts are requesting, i.e. hands-on support as the project progresses, Charter-specific support, etc.

ODE is working with software companies to ensure the most cost-effective implementation. We are also exploring if funding options would be possible.

11. **Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

ODE will continue to receive and respond to ad hoc request and hold business hours, as well as hold Early Adopter meetings and Chart of Accounts Committee. As issues and topics are raised by partners, the Fiscal Transparency Unit internalize issues and leadership/program staff are engaged internally as needed.

ODE expects to continue all partner engagement to adjust as need throughout the board adoption process.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. **After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**
    - ☐ No
    - ☒ Yes; please review Appendix B: Grant Consolidation below.

13. **Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

    ODE has engaged extensively with Tyler Technologies and Infinite Visions, which together serve approximately 97% of districts and ESDs, based on a May 2025 survey. The Fiscal Transparency team is scheduled to meet weekly with vendors to coordinate on timelines, technical requirements, and implementation considerations. Both vendors have confirmed that their systems can support the updated Chart of Accounts structure and are awaiting the finalized COA to complete system updates. Because the changes are driven by statute and rule, vendors have indicated that required system updates will be made at no cost to districts. Vendors have also noted that some districts may choose to purchase additional implementation or configuration support based on local capacity, with estimates of approximately 100 – 80 hours for districts needing assistance, though needs will vary. ODE is coordinating with the agency's charter school team to support charter schools, many of which use QuickBooks, and have continued conversations with ESD IT leaders to explore potential technical support options during implementation.

14. **Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

    There will be some administrative impact to ODE to support the adoption of the new chart of accounts, but no other impact to the other parties listed.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global

environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. **How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

    This action will work to improve the financial data we have available about school districts, which will support better resource allocation.

16. **How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

    There will be some initial startup costs to implementing this chart of accounts, however we estimate that that cost will be mitigated by the reduction in reporting burden. No additional estimated impact on systematically marginalized employees.

17. **What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

    As previously mentioned, some startup costs to implement the new chart of accounts however the benefits include reduction in reporting burden and improved data quality and comprehensiveness to improve accountability, compliance, and resource allocation.

18. **What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

    Inaction on this item leaves districts with an unsustainable grant expenditure reporting burden, reduces our ability to collect the source of district expenditure data consistently and with more frequency than 6 months after the end of the fiscal year, and inhibits ODE's ability to build in accountability measures.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. **Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The Department is not recommending any changes to the language of OAR 581-023-0035 itself. Reapproval of these rules will instead allow the most recent version of ODE's Programing Budgeting Manual to be revised.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?

The language itself is a carryforward of a prior rule, the implementation process has gone and is going through extensive engagement.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

Rule amendment to ensure that the rule is associated with the current Program Budgeting and Accounting Manual update.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☒ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☒ Other: Working directly with software companies

23. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

Program Budget and Accounting Manual (PBAM)

852

October 15, 2026

Aaron Rivera

Tim Anderson

Office of Finance & Administration

Aaron.Rivera@ode.oregon.gov | Tim.Anderson@ode.oregon.gov

Program Budgeting and Accounting Manual (PBAM): Agenda

PBAM and COA Rules Process Overview and Context

Equity and Finance Linkages and Enhancements

Approach and Engagement Strategy

Highlighting Significant Changes

853

Next Steps

Wrap up and Questions

Program Budgeting and Accounting Manual (PBAM): Program Overview

Oregon is modernizing its school finance system to provide clearer, more timely, and more transparent information about how education dollars support students.

ORS 327.511, **OAR 581-023-0035**, SB 141.

854

Program Budgeting and Accounting Manual (PBAM)
Oregon's statewide manual that defines how school districts and ESDs budget, code, and report financial transactions.

Chart of Accounts (COA)
The financial coding structure used statewide to classify and track how public education funds are received and spent.

Program Budgeting and Accounting Manual (PBAM): Need for Rulemaking

The State Board of Education **approved the PBAM and COA last spring, April 2026**.

The PBAM and COA will improve:

- Transparency and timeliness of reporting
- Consistency in statewide budget, accounting and processes
- Visibility for communities and decision makers
- Early and comparative insight into fiscal health

855

ODE has committed to continuous improvement and over the summer, districts have surfaced a set of refinements intended to improve clarity and ease implementation. The changes before you today to not alter the underlying coding structure already approved: they **enhance, clarify and simplify** the adopted improvements.

Program Budgeting and Accounting Manual (PBAM): Tracks additional activity

Current PBAM Chart of Accounts

Fund	Function	GL/Obj	Operational Unit	Area of Resp.	Sub-Area
100	1111	0410	000	0000	

One transaction, five parts reported for analysis.

2028 Adopted PBAM Chart of Accounts

Fund	Function	GL/Obj	Grant	Program	Location	Curriculum	Accountability Measure
100	1111	0410	000	0000	0000	00	00

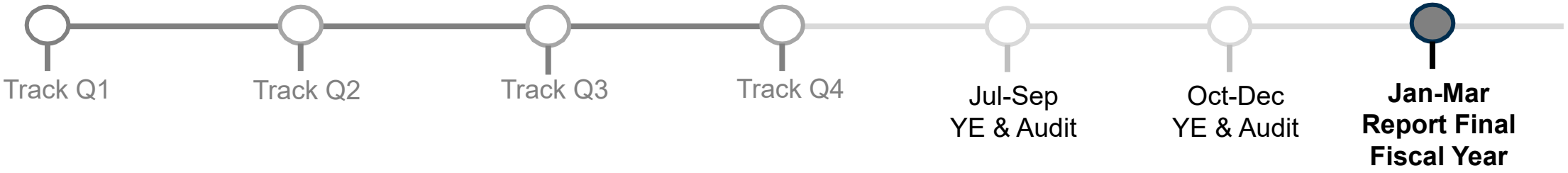
856

One transaction, eight parts — now fully documented.

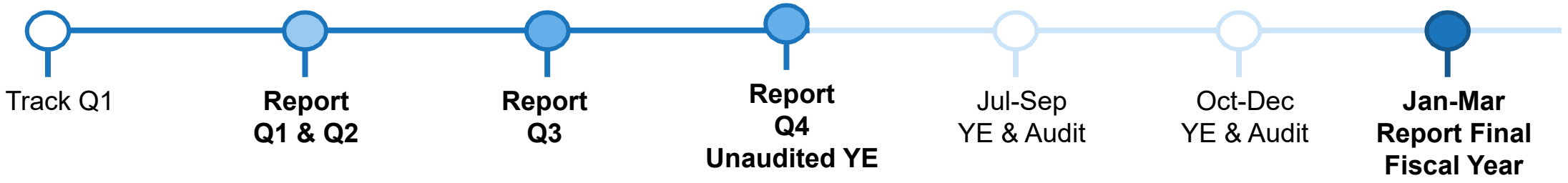
The Chart of Accounts is now aligned to ODE Programs and Accountability Measures, includes Curriculum and is capable of tracking Federal, State and local grants activity.

Program Budgeting and Accounting Manual (PBAM): Reports Actual Spend More Frequently

Current PBAM Chart of Accounts



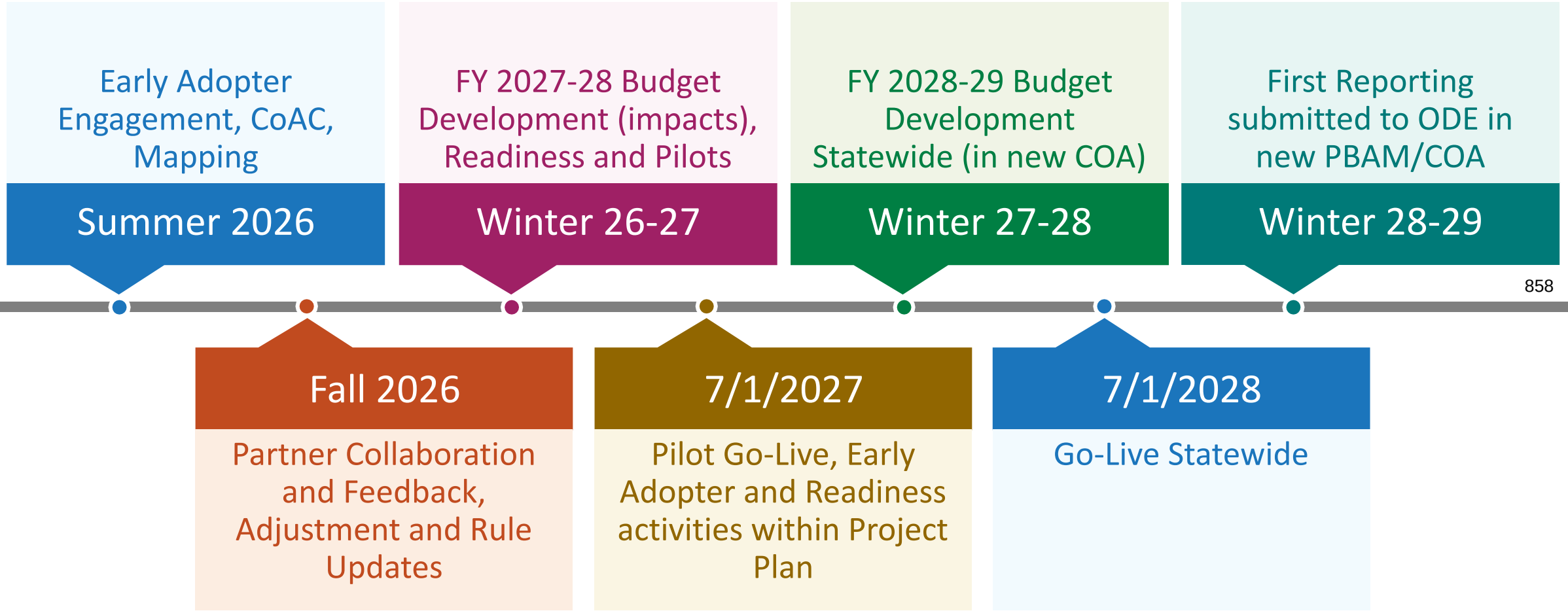
2028 Adopted PBAM Chart of Accounts



857

The Manual now requests reporting during the fiscal year for transparency, analysis and early identification of issues:

Program Budgeting and Accounting Manual (PBAM): Program Calendar



Program Budgeting and Accounting Manual (PBAM): Equity Impact

- **Transparency is a precondition for equity.** More consistent, comparable data across districts makes it easier for families, communities, and advocates to see how education dollars flow.

- **The funds that serve marginalized students, coded consistently.** The completed federal grant list captures the streams that most directly support these students. Consistent statewide coding means those dollars can be tracked and stewarded reliably. 859

- **Clearer documents strengthen citizen oversight.** More understandable reporting supports the volunteer budget committee members and board members who review and approve district budgets under Oregon's Local Budget Law.

Program Budgeting and Accounting Manual (PBAM): Fiscal Impact

These refinements reduce the cost and effort of implementing a modernization already underway. They do not, on their own, resolve the broader question of implementation funding — which ODE continues to pursue.

- **Fiscal:** The refinements lower implementation cost — clearer documents and lighter submissions mean less staff time to convert and comply. They add no new financial obligation.

- **Administrative:** Impact falls on district business offices, and is reduced here — further supported by the early-adopter program, toolkit, and office hours. Effort is front-loaded in the one-time conversion, not ongoing.

- **Broader context:** ODE recognizes the overall FY2028 transition carries real cost, as districts raised in the spring. We committed to pursuing implementation support and are now documenting actual district conversion costs to ground that case.

860

Program Budgeting and Accounting Manual (PBAM): Engagement Strategy

Since May, we've supported districts through the transition — and listened closely. What we heard shapes the refinements ahead.

- **Conversion toolkit** — supporting documents plus an interactive Power BI tool that maps old codes to new.
- **Early adopter program** — districts grouped into cohorts by size and accounting software, so guidance fits the systems they actually use.
- **Weekly office hours** — consistently filled to capacity, a steady signal of district demand.
- **Standing advisory committee** — re-established with district finance managers and partners from the Oregon Association of School Business Officials.

861

The refinements we present next come directly from this engagement.

Program Budgeting and Accounting Manual (PBAM): Summary of Changes

Seven general areas of refinement, over a hundred edits across the 230-page manual — most are minor wording and code corrections.
A full redline PBAM accompanies this presentation and details every change.
None alter the underlying core coding structure approved in May.

Summary of Change Areas:

862

- Clearer, Lighter Financial Submissions
- More Detail on the Account String
- Revenue Coding — Intergovernmental
- Added Federal Grants in the Grant Dimension
- Reserved Code Ranges
- Minor Edits to Text and Codes

PBAM: Summary of Changes
Clearer, Lighter Financial Submissions

What changes: Routine submissions during the year use a district's normal accounting records, cumulative through each reporting date — not specialized audit adjustments. And we stepped back from asking districts to reproduce year-end audit adjustments inside their own systems.

Why: Districts told us the original language was easy to misread as requiring audit-level accounting every quarter — which was never our intent — and that the specialized year-end figures we need are prepared by their auditors, not kept in district systems.

863

Bottom line: Less work for districts, not more. Year-end still reconciles to the audited financial statements, exactly as it does today, and ODE will continue to obtain the specialized audit figures through its own process.

PBAM: Summary of Changes
More Detail on the Account String

Fund	Function	GL/Obj	Grant	Program	Location	Curriculum	Accountability Measure
100	1111	0410	000	0000	0000	00	00

One transaction, eight parts — now fully documented.

What changes: The manual now defines the account code precisely — its eight parts, what each holds, and how a district extends a code for local use — with worked examples.

Why: The approved version didn't fully explain how the code is assembled, and districts and their software vendors asked, in writing, for a definitive reference so they could convert correctly the first time.

Bottom line: Clarification and documentation, not a new requirement — it spells out the structure exactly as it was intended.

864

PBAM: Summary of Changes
Revenue Coding — Intergovernmental

What changes: We gave local, intermediate, state, and federal revenue each its own code range, instead of bundling all four inside one section.

Why: Districts asked for an easier way to see and total where their revenue comes from — the detail was there, but pulling a clean total for one source meant adding up scattered lines by hand.

Bottom line: Same revenue categories and dollars, now organized so each funding source totals in one step. Legacy codes map to the new ones through our conversion tool.

Before:

GL / Obj	Intergovernmental Revenue
66XX	All Sources

After:

GL / Obj	Intergovernmental Revenue
66XX	Local
67XX	Intermediate
68XX	State
69XX	Federal

PBAM: Summary of Changes
Added Federal Grants in the Grant Dimension

What changes: We expanded the federal grant list from about 37 entries to more than 100, and gave each grant a fuller entry — its program cluster, code, name, federal identifier, and description.

Why: Districts told us grants they actually administer weren't on the list, leaving them unsure how to code them. We rebuilt the list from what districts reported in last year's audits, so it reflects what's really out there. 866

Bottom line: A district is far more likely to find its grant already listed — and coded the same way statewide. Primarily affects districts administering federal grants.

PBAM: Summary of Changes
Reserved Code Ranges

What changes:

- Districts can use sub-funds — 101, 102 under 100 — and ODE rolls them up automatically, so no manual masking.
- Districts with multiple bank accounts can code each one distinctly in the cash range (1111–1130); these also roll up to a single cash line for reporting.
- Programs 5201 to 5699 reserved for ASB programs and Clubs.
- A block of fund codes (28X) is reserved for future ODE use.

867

Why: In May we gave districts the flexibility to break funds into sub-funds. This documents how it works — ODE summarizes them up, so districts no longer 'mask' funds by hand — and reserves the numbering room that flexibility needs.

Bottom line: Less manual work for districts; the statewide rollup stays clean. Everyone else is unaffected.

PBAM: Summary of Changes
Minor Edits to Text and Codes

What changes: Dozens of small clarifications, corrected typos, and code fixes across the manual — each minor on its own.

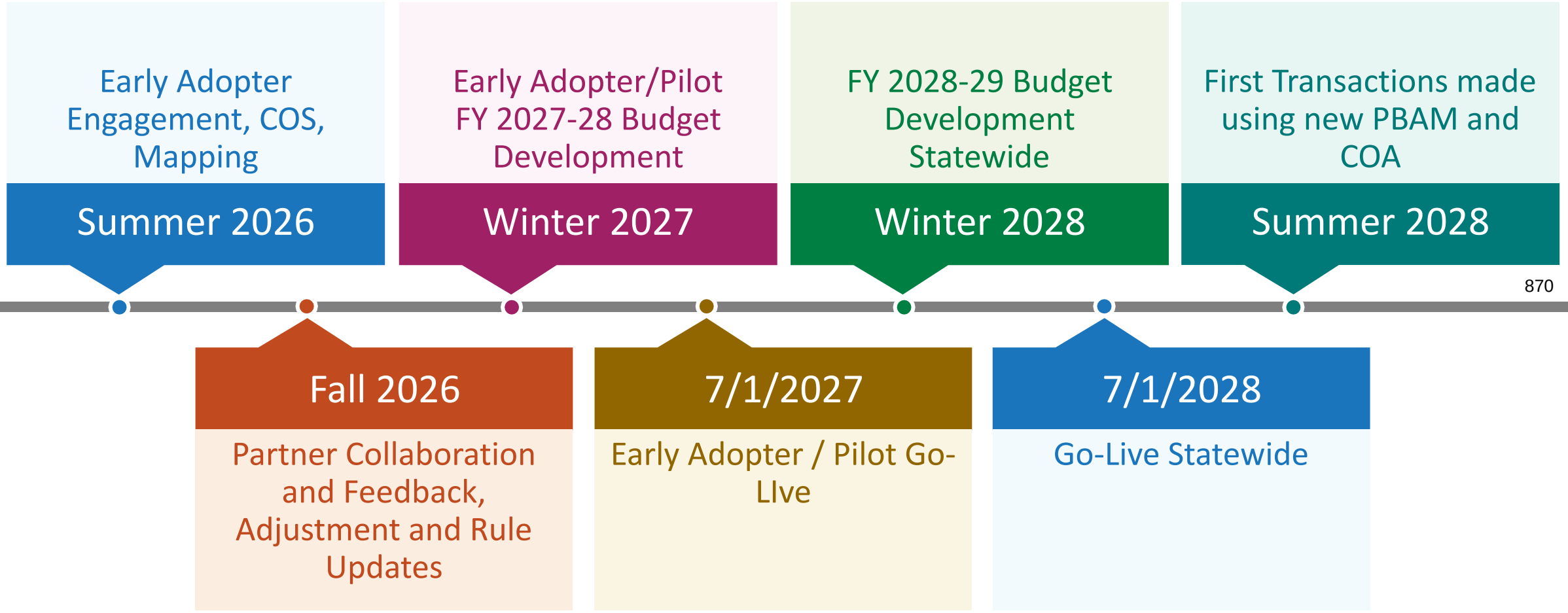
Why: Every one traces to a district question or piece of field feedback about where the language or a code was unclear. 868

Bottom line: No change to policy, coding structure, or original intent — clarity only. Every edit is marked in the redline for the record.

Questions?

869

Program Budgeting and Accounting Manual (PBAM): Program Calendar



Long Term Care and Treatment (LTCT)

Sam Ko, Sam.ko@ode.oregon.gov 503-931-4103

871

Long Term Care and Treatment (LTCT)

- Long Term Care and Treatment Programs (LTCT) provide educational services for students in eligible day and residential treatment facilities.
- The Oregon Department of Education (ODE) provides funding for payment of the costs of education of students in eligible day treatment and residential treatment programs.
- The school district in which an LTCT program is located is responsible for providing the education of a student, including the identification, location, and evaluation of the student for the purpose of determining the student's eligibility to receive special education and related services. (ORS 343.961)
- LTCT sites provide 170 - 190 days of instruction at 5.5 hours a day for high school and 5.0 hours for K – 8.

872

Student Placement in LTCT

Students are placed into eligible day or eligible treatment programs by

- State agencies – Oregon Department of Human Services, Oregon Health Authority, or Oregon Youth Authority
- School Districts
- Parents
- ODE does not make placement decisions

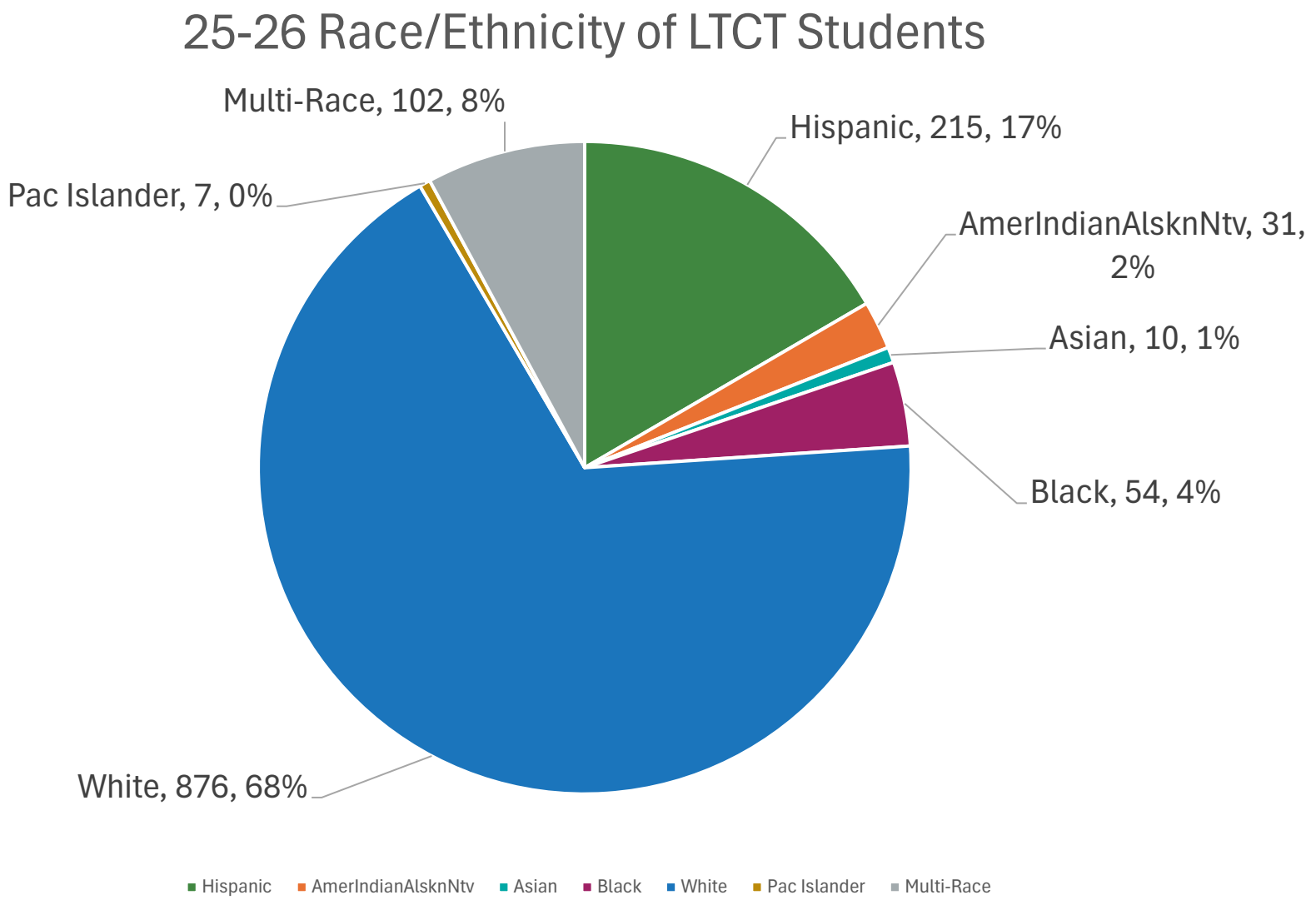
873

25-26 LTCT Information

- 27 LTCT sites with 18 SD/ESDs educational providers
- Approximately 466.56 ADM where 1,295 unduplicated students entered and exited; 1,579 were duplicated;
  - In calendar days, 87.71 average length of stay with 510 students, 90 calendar days or over
  - In school days, 53.72 average length of stay with 291 students, 90 school days or over
- Of the 1,295 students, 642 (49.58%) were males, 610 (47.10%) were female, and 43 (3.32%) were non-binary students
- Of the 1,295 students, 586 students (45.25%) of the students are eligible for IDEA services and 25 (1.93%) students were Limited English Proficiency

874

25-26 LTCT Race/Ethnicity



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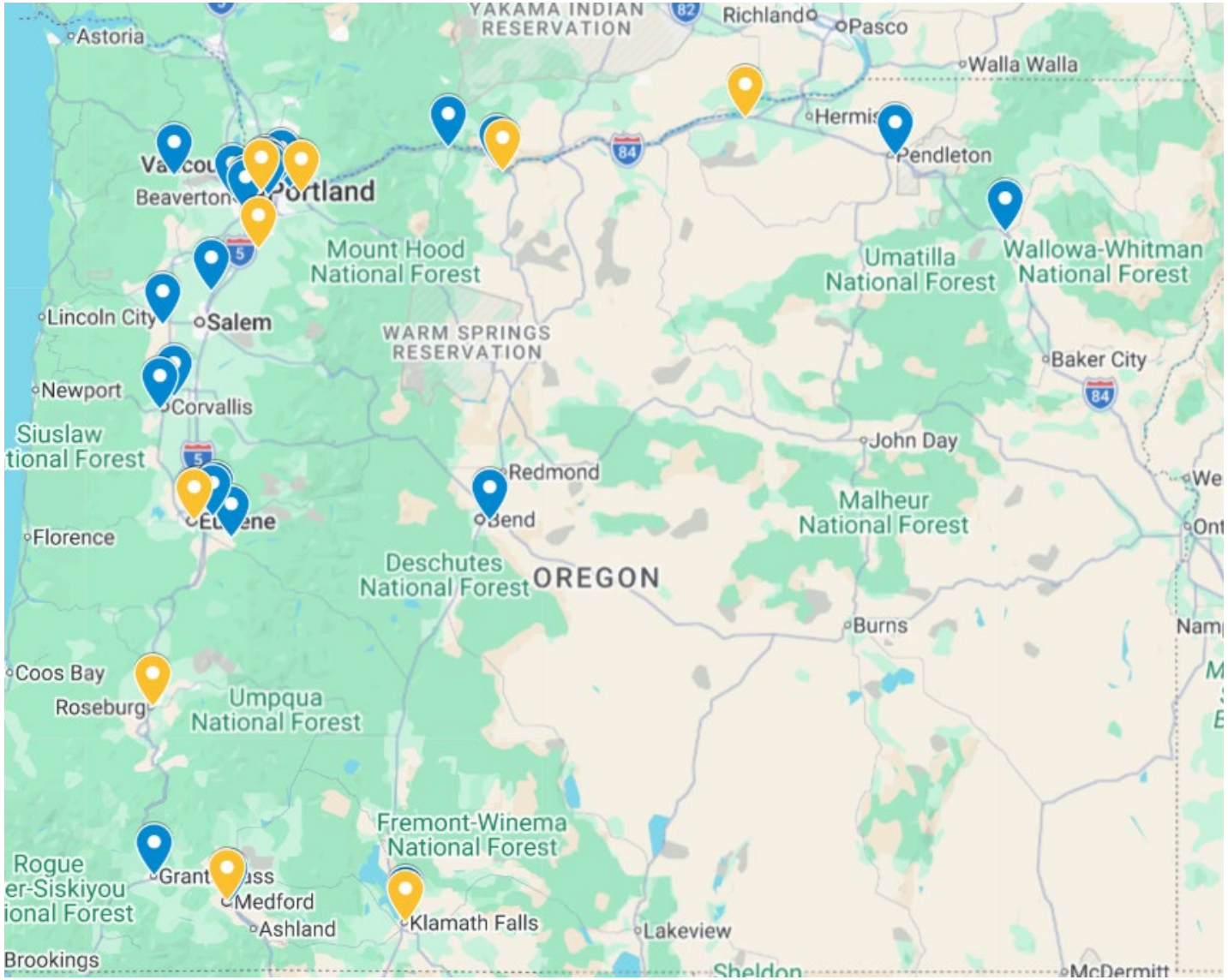
26-27 List of LTCT

	LTCT Grantee	LTCT Site Name
1	Clackamas ESD	Parrott Creek *
2	Dallas SD	Polk Adolescent Day Treatment
3	Douglas ESD	Horizons (Rising Light & River Rock) *
4	Eugene SD	Looking Glass Academy
5	Forest Grove SD	Oak Grove Academy
6	High Desert ESD	Sagebrush Day Treatment
7	Hood River County SD	Next Door/Klahre House - Day Treatment
8	Klamath Falls City Schools	Klamath Basin Behavioral Health
9	Klamath Falls City Schools	Klamath Crimson Rose Program for Girls *
10	La Grande SD	Rising Stars Day Treatment
11	Lane ESD	Aspen Grove Education Program - Birch (BRS) *
12	Lane ESD	Aspen Grove Education Program - Juniper (Nexus) *
13	Linn-Benton-Lincoln ESD	Children's Farm Home School
14	Linn-Benton-Lincoln ESD	Old Mill Center for Children & Families
15	Linn-Benton-Lincoln ESD	Wake Robin School
16	Morrow County SD	Star Center *
17	Multnomah ESD	New Options (NARA NW) *
18	Multnomah ESD	Walden Crossing School *
19	Multnomah ESD	Wynne Watts School
20	North Wasco SD #21	Crossroads
21	North Wasco SD #21	Kelly Avenue *
22	NW Regional ESD	Levi Anderson Learning Center
23	Pendleton SD	Homestead Youth & Family Services
24	Portland SD	Counterpoint School
25	Portland SD	Edwards School
26	Portland SD	Kuumba School
27	Portland SD	SAGE School
28	Portland SD	Souther School (Parry Center for Children)
29	Salem-Keizer SD	Children's Education Day Center
30	Southern Oregon ESD	Barriers to Bridges *
31	Southern Oregon ESD	Family Solutions (Grants Pass)
32	Southern Oregon ESD	Family Solutions (Medford)
33	Springfield SD	Jasper Mountain Center
34	Springfield SD	Riverview Center for Growth
35	Springfield SD	SAFE Center
36	Tigard - Tualatin SD	Cordero School
37	Tigard - Tualatin SD	Lifeworks - Tigard Day Treatment
		* - New LTCT site for 26-27

876

Map of Long Term Care and Treatment (LTCT) Sites

- Blue are established 25-26 LTCT sites
- Orange are new 26-27 LTCT sites



877

Contact Information

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Long Term Care & Treatment (LTCT) Education Program Eligibility and Approval

879

Sam Ko (He, Him)

Director's Office – School Choice, Options, and Recovery Education (SCORE)

Sam.Ko@ode.Oregon.gov

LTCT Education Program Eligibility and Approval: Program Overview

- Long Term Care and Treatment Programs (LTCT) provide educational services for students in eligible day and residential treatment facilities.
- The Oregon Department of Education (ODE) provides funding for payment of the costs of education of students in eligible day treatment and residential treatment programs.

880

- The school district in which an LTCT program is located is responsible for providing the education of a student, including the identification, location, and evaluation of the student for the purpose of determining the student's eligibility to receive special education and related services. (ORS 343.961)
- LTCT sites provide 170- 190 days at 5.5 hours a day for high school and 5.0 hours for K – 8.

LTCT Education Program Eligibility and Approval: Need for Rulemaking

In 2025, the Legislature provided an additional investment of $15.8 million to meet the mandated caseload count for students in eligible day and eligible residential treatment programs.

In the spring of 2026, the process of adding 10 new LTCT sites for 26-27 made it clear that the existing OAR from 2014 needed to be updated to support the approval process and timelines.

881

LTCT Education Program Eligibility and Approval: Engagement Strategy

Past 2025-26 Engagement Sessions

1. LTCT Quarterly Meetings on September 12, 2025, November 7, 2025, February 7, 2026, and May 8, 2026 – LTCT Quarter Meeting #1
2. LTCT Office Hours on LTCT Program Eligibility and Approval on March 19, 2026, March 30, 2026, and April 3, 2026
3. Fall 2025 and Spring 2026 – OJDDA Monthly Meetings and YDO Council Meetings

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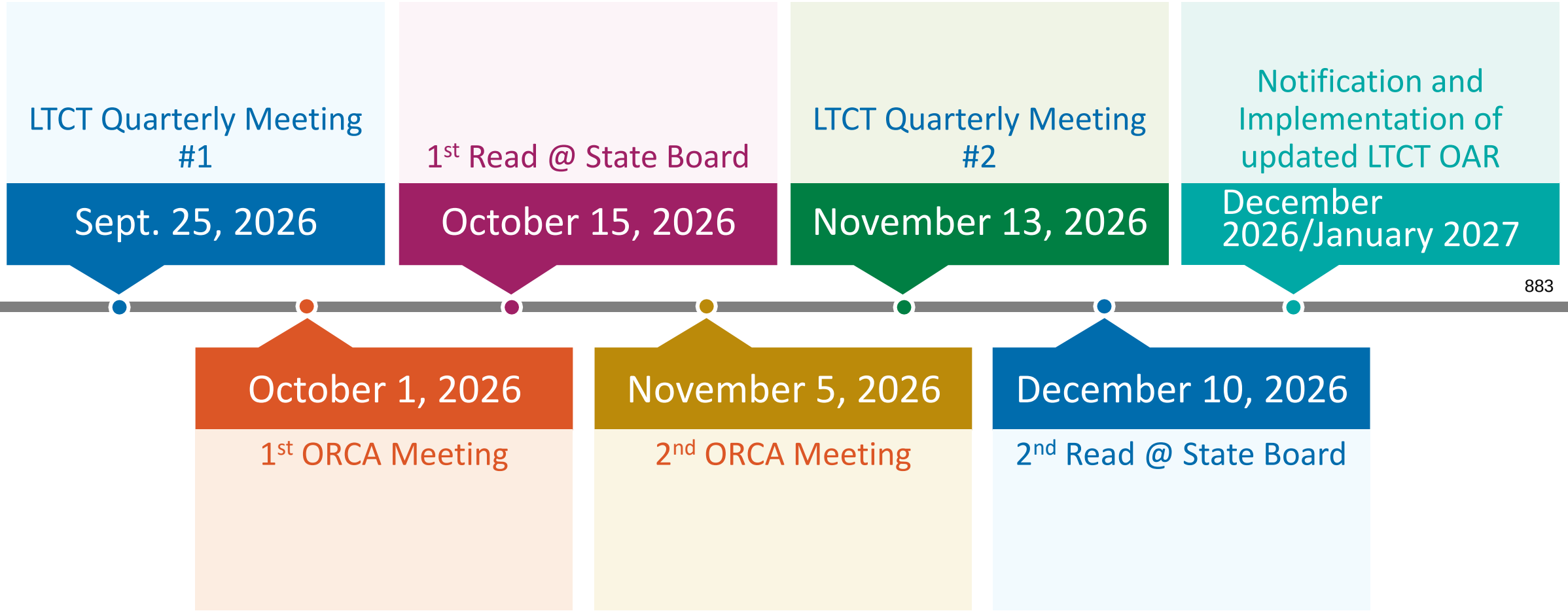
Forthcoming 2026-27 Engagement Sessions

1. LTCT Quarterly Meetings on September 25, 2026 and November 13, 2026
2. ORCA Meetings on October 1, 2026 and November 5, 2026

LTCT Education Program Eligibility and Approval: Timeline



LTCT Education Program Eligibility and Approval: Summary of Changes

- Restructure OARs to clarify eligibility, application, and approval process and timeline
- Eligibility and operational requirements embedded within the application structure.
- Approval based on eligibility evidence and application requirements.
- Establish annual dates for application deadlines and approvals.
- The updated OAR draft was reviewed by DOJ, and ODE staff incorporated DOJ's recommendations into the updated OAR.

884

LTCT Education Program Eligibility and Approval: Summary of Changes

- ODE will publish the LTCT application each year with the requirements to be an eligible day or residential treatment program within the ODE LTCT Program.
- Applications for the upcoming school year are due January 15 of each year so that the ODE can plan and request funding for the new LTCT sites. ODE will notify the applicants by March 16 with funding commencing July 1 of each year.
- The draft OAR has an exception for instances where School Districts are informed of the expansion or establishment of a program after January 15. (ORS 336.575)

885

LTCT Education Program Eligibility and Approval: Equity Impact

LTCT students are in foster care or involved with the juvenile justice system, so increasing the number of LTCT sites will provide increased educational services to these marginalized students. With increased educational funding, SD/ESDs will have sufficient financial resources to hire educational staff at the eligible day/residential programs. 886

Some of the new LTCT sites for 26-27 are located in small and rural school districts such as Boardman, Canby, Klamath Falls, and North Wasco School Districts. Becoming eligible for the ODE LTCT Program alleviates the fiscal burden for these small school districts. Under the rule amendments we expect additional small and rural school districts to become eligible.

LTCT Education Program Eligibility and Approval: Fiscal Impact - ODE

If additional sites apply under the amended rules there will be an additional fiscal impact on the program for the 2027-28 school year and beyond. ODE's Legislatively Approved Budget anticipated an increase in the number of LTCT sites.

For example, the ODE LTCT Program is committing $4.2 million to the ten new LTCT sites for the 26-27 school year for an average of $283,676 per LTCT classroom to provide funding for a teacher and other educational support staff.[887]

Timing of the application submissions allows for ODE to plan and prepare budgets and requests for additional funding to support additional LTCT sites and caseload counts.

LTCT Education Program Eligibility and Approval: Fiscal Impact – School Districts

The proposed rule amendments do not impose a mandate on school districts. School districts with eligible programs choose whether to participate in the ODE LTCT Program and receive ODE LTCT funding.

The ODE LTCT Program is alleviating the fiscal and administrative burden on school districts where the eligible day or eligible residential treatment program is located. As a result of the newly approved LTCT program in 2026-27, ODE will directly enter into legally binding relationships with the following five ESDs: Clackamas, Douglas, Lane, Multnomah, and Southern Oregon to provide educational services alleviated the administrative burden on the five school districts. 888

LTCT Education Program Eligibility and Approval: Discussion

Questions?

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Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 10/15/2026
Title: Long-Term Care and Treatment (LTCT) Education Program Eligibility and Approval
Status: First Reading
Presentation: Yes
Key Staff: Kate Pattison, Cindy Hunt, and Sam Ko
Topic Summary: This rule was last updated in June of 2014. We are updating this OAR for the process of accepting applications to the ODE Long Term Care and Treatment (LTCT) Education Program. Increased funding from SB 5515 and SB 5516 from the 2025 Legislature has allowed for the ODE LTCT Program to accept applications to be included into the ODE LTCT Program.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

   The ODE Long Term Care and Treatment (LTCT) education program funds thirty-seven different LTCT educational programs in twenty-one different school districts (SDs) and educational service districts (ESDs) around the state of Oregon. The LTCT educational programs provide educational services to students in eligible day or residential treatment programs with contracts with state agencies such as Oregon Department of Human Services (ODHS), Oregon Health Authority (OHA), and Oregon Youth Authority (OYA) for the treatment or care of students. ODE enters into legally binding grant agreements with the SD/ESDs to fund and to set parameters for the educational services at the LTCT programs.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   - ORS 326.051

- ORS 343.041
- ORS 343.961
- SB 5515 and SB 5516 (2025) - Budget bills that funded the program expansion to meet the mandated caseload.

ORS 343.961 defines eligibility and requires ODE to pay for education services provided by SDs or ESDs. It does not specify a process for applications or timelines for entering into contracts with SDs or ESDs. ODE is proposing these OARs under general authority of the State Board of Education ORS 326.051.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

OAR 581-015-2571 was last updated in June of 2014 from previous versions from 2011 and 2009.

4. Why is this item coming before the Board now?

In the 2025 Legislative Session, the Legislature provided additional funds for the ODE LTCT program to expand the number of programs to be included in the LTCT program (SB 5515 and SB 5516). As ODE worked to expand the program and use prior OARs to conduct an application to approve new LTCT sites, it became clear there are opportunities to improve the OARs. We are now coming to the State Board to adopt updated OARs to be implemented in January 2027. These OAR amendments are designed to clarify the process for LTCT funding determinations.

5. Who requested or brought about the need for this item? (Select all that apply.)

☒ ODE Staff
☐ Students
☐ Families
☐ Community-Based Organizations
☐ Culturally Specific Organizations
☐ School Districts
☐ Education Service Districts
☐ Charter Schools
☐ Oregon State Legislature
☐ Educational Associations
☐ Racial Justice Council
☐ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

   Students in the care and custody of the Oregon Department of Human Services (ODHS), Oregon Health Authority, (OHA), and Oregon Youth Authority (OYA) are the primary recipients of LTCT educational services. Because SD/ESDs are the direct recipients of the LTCT grant funding, SD/ESDs along with state agencies were included in the engagement process.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)**

   ☒ No

   ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below

   ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**

   ☐ N/A; this item does not intersect with other state entities.

   ☒ Oregon Health Authority (OHA)

   ☐ Department of Early Learning and Care (DELC; formerly ELD)

   ☐ Educator Advancement Council (EAC)

   ☐ Higher Education Coordinating Commission (HECC)

   ☒ Youth Development Oregon (YDO)

   ☐ Teacher Standards and Practices Commission (TSPC)

   ☐ Oregon Housing and Community Services (OHCS)

   ☒ Other: Oregon Department of Human Services (ODHS) and Oregon Youth Authority (OYA)

   If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

A requirement of the new application process is that a LTCT program must first be approved by one of these three agencies as a provider. All three agencies were contacted regarding the possibility of the ODE LTCT accepting applications from eligible day/residential treatment programs to be included in the ODE LTCT program. All three agencies were open and appreciative of this new financial investment by the Legislature. The LTCT Application process was also announced at a Youth Development Oregon (YDO) meeting, where the announcement was well received. The first iteration of the application process mirrored the proposed amendments, including the April 20, 2026 deadline. ODE has provided a copy of the draft rules to agency partners and has not received any substantive feedback requiring changes.

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

   Why did your office/team focus on the above geographical perspective(s)?

   These areas had existing day/residential treatment programs that might meet the eligibility criteria to participate in the ODE LTCT program.

10. **Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

    During the engagement process, SD/ESDs responded with the below concerns:
    1. Documentation not held by SD/ESDs, but rather from partnering mental health or juvenile justice agencies.
       a. It was communicated that applications could be submitted incomplete, as long as an assurance was provided that the missing documentation was being actively secured.
    2. Strict evaluation of submitted applications.
       a. SD/ESDs and mental health providers were notified that the application process was not a competitive process where applicants were competing for a limited amount of funding. It was communicated that all eligible applicants that met the eligibility criteria would be funded.
       b. It was also communicated that if an application was lacking in an area, that ODE staff would contact the applicant to update the application.

3. Unfamiliar components of the application and process due to having components related to the mental health arena.
    a. SD/ESDs and mental health providers were notified that ODE staff would be available to provide technical assistance, including meeting with the SD/ESD and mental health providers individually, to assist with the completion of the application.
4. SD/ESDs were appreciative of the clarity of the application process and timelines.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

- 9am, Friday, Sept. 25, 2026 – LTCT Quarterly Meeting
- 9am, Thursday, Oct. 1, 2026 – ORCA Meeting
- 9am, Thursday, Nov. 5, 2026 – ORCA Meeting
- 9am, Friday, November 13, 2026 – LTCT Quarterly Meeting

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☐ No
☒ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

If a LTCT program operated by a school districts or education service district is approved for inclusion in the ODE LTCT program and therefore qualifies for state funds this will alleviate the SD financial burden of educating students in eligible day/residential treatment programs. As mandated in ORS 343.961(2), ODE will provide funding for the educational services for successful LTCT applicants.

Also, requiring applications to be approved by March 16 provides time for school districts and education service districts to plan for the upcoming school year.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No fiscal or administrative burden to other state agencies, local governments, or the public. The cost burden to administer the additional LTCT sites will be minimal to ODE. The proposed OAR amendments clarify the application process and establish an annual cycle that will support transparency, predictability, and budget planning. The proposed process still allows for flexibility when off-cycle approvals are needed.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. **How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

    Most LTCT students are in foster care or involved with the juvenile justice system, so increasing the number of LTCT sites will provide increased educational services to these marginalized students.

16. **How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

    With increased educational funding, SD/ESDs will have sufficient financial resources to hire educational staff at the eligible day/residential programs. The proposed OAR amendments clarify the application process and establish an annual cycle that will support transparency, predictability, and budget planning. The proposed process still allows for flexibility when off-cycle approvals are needed.

17. **What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

    The short and long-term consequences are that ODE will be able to administer a clear, consistent application cycle aligned to budget cycles. This will support better forecasting to ensure sufficient resources are available to fund all eligible LTCT sites. This will result in more students will be served by the ODE LTCT program, which hopefully will enable the students to be successful in community K-12 schools, instead of being educated in independent separate educational programs.

18. **What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

If there is no action, the OARs will remain unchanged with eligibility and program requirements interwoven which could lead to ambiguity in the application process for SD/ESDs on becoming an ODE LTCT Program. The annual cycle for applications would not have clear justification from OAR which could lead to challenges and accurate fiscal forecasting.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. **Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

    The proposed amendments primarily reorganize and modernize the LTCT approval process. The draft creates clear eligibility standards, application requirements, annual timelines, and approval procedures that do not currently exist in rule. The amendments also add requirements related to transition planning, clarify evidence of eligibility, and provide ODE and applicants with greater predictability around funding and program approval. The updated OAR draft was reviewed by DOJ, and ODE staff incorporated DOJ's recommendations into the updated OAR.

20. **How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?**

    SD/ESDs requested structure with clear timelines. The updated OAR provides clear and concise direction on the application with due date of January 15 and notification date of March 16 year with funding eligibility starting on July 1.

21. **Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

    ODE Staff is recommending adoption of the rules.

22. **Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

    ☐ N/A; this item does not require any additional support.
    ☒ Communications plan
    ☒ Technical assistance, professional development, and/or coaching
    ☒ Direct or differentiated support for small, rural, or remote school districts
    ☐ Corrective Action Processes

☐ Safety measures
☐ Organizational culture or practice changes (change management)
☒ Materials and/or supplies
☐ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☒ N/A; this item has not previously been before the Board
☐ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.

APPENDIX B: GRANT CONSOLIDATION

Appendix B should only be completed if "yes" is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.

1. **Please indicate which of the following underlying processes are required for this grant program.**

☐ Conduct a needs assessment
☐ Gather and provide additional data
☒ Submit an application to ODE
☐ Submit a report to ODE
☐ Submit a plan to ODE
☒ Submit a budget to ODE
☐ Conduct community engagement
☐ Other: _____

2. **How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

The ODE LTCT program is a specialized program where only SDs with eligible day/residential programs can apply for inclusion and funding. For the 2026-27 school year, there are only twenty-one SD/ESDs that participate in the ODE LTCT program. The ODE LTCT funding is not a formula grant where all 197 SDs are eligible, nor is it a competitive grant program.

3. **How are the grant requirements differentiated for small and rural school districts?**

The grant requirements are identical for small and rural schools because eligibility is not based on size of the program or location, but rather whether they meet ODHS licensing requirements and have a contract for state-placed students. ODE provides a high-level of support to all

interested SDs and contracted ESDs to ensure applications are complete, and eligible programs are funded.

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to OAR 581-015-2571. Proposed new text is bold with a "normal" style assigned, and the proposed text to remove is in bracketed italics with a "deletion" style assigned.

Current Rule Link: Oregon Administrative Rule (OAR) 581-015-2571

Rule Title: Long-Term Care and Treatment (LTCT) Education Program Eligibility and Approval

Rule Text

581-015-2571

Long-Term Care and Treatment (LTCT) Education Program Eligibility and Approval

(1) The Department of Education shall **fund eligible Long-Term Care and Treatment (LTCT) programs upon completion of a satisfactory application to the Department in accordance with the application process described in this section.**

[base education program eligibility on the following:]

(2) An eligible day or residential treatment provider may offer several different treatment programs serving different populations. For the purposes of determining eligibility for funding levels for education programs, each program will be considered separately. [*An agency may offer several different treatment programs serving different populations. For the purposes of determining eligibility for funding and funding levels for education programs, each program will be considered separately. Temporary shelter programs, which would not otherwise meet the eligibility criteria provided in OAR 581-015-2571(1)(b), are eligible for funding only when attached to an eligible treatment program and the children served are primarily awaiting placement in such programs*]

(3)(a) Eligible day treatment programs must have a contract with the Oregon Health Authority for long term care or treatment.

(b) Eligible residential treatment programs must have a contract with the Oregon Health Authority, Oregon Department of Human Services, or Oregon Youth Authority for long term care or treatment.

[(b) To be eligible for an education program, a treatment program must submit an application to the Department's Long-Term Care and Treatment Program demonstrating that the program meets all of the following criteria:

(A) Either:]

(4) Subject to paragraph (7) of this section, an LTCT program may be eligible to apply for funding if they provide the following evidence of eligibility to the satisfaction of the Department of Education:

(a) A letter of approval from the Health Systems Division of the Oregon Health Authority certifying that the psychiatric day treatment program or psychiatric residential treatment facility meets standards applicable for intensive children's mental health services under OAR 309-022-0100 through 309-022-0230 and has a state contract to serve students placed by one of the following state agencies: the Oregon Health Authority, the Oregon Department of Human Services, or the Oregon Youth Authority; or

[*(I) A letter of approval from the Addictions and Mental Health Division certifying that the psychiatric day treatment program or psychiatric residential treatment facility meets standards applicable for intensive children's mental health services under OAR 309-022-0100 through 309-022-0230; or]*

(b) Documentation that the eligible day or residential treatment program provides long-term residential treatment of children placed by a state agency or designee of the state agency or by the child’s parent.

[*(ii) Documentation that the program provides long-term residential treatment of children placed by a state agency or designee of the state agency;*

(B) Meet state licensing requirements for a private child-caring agency;

(C) Be operated by a nonprofit corporation or a political subdivision of the state;

(D) Demonstrate through client admissions, staff hiring practices, and client access to services that it meets requirements for ORS 659.850 relating to the prevention of discrimination; and

(E) Demonstrate through curriculum content, teaching practices, and facilities management that the constitutional requirements regarding no religious entanglement are met.]

(5) In order to apply for funding, an eligible LTCT shall submit an application to the Department of Education, which shall accept an application only if the following is submitted to the satisfaction of the Department of Education:

(a) Evidence that the LTCT program meets state licensing requirements for a private child-caring agency;

(b) Evidence that the LTCT program is operated by a nonprofit corporation or a political subdivision of the state;

(c) Assurance that information pertaining to students and educational programs is provided to the Department in an accurate and timely manner;

(d) Children have opportunities to be educated in the least restrictive environment;

(e) The education program is developed and implemented in conjunction with the treatment program;

(f) The education program provides re-entry transition services into the next educational placement or workforce preparation program; and

(g) Other requirements as identified by the Department of Education and published in the application.

[*(2) The Department of Education (ODE) is responsible for approving the educational program under this rule and shall base approval on the following:*

(a) The contracting school district must ensure that the education program is operated in compliance with a written agreement with the Department that specifies, at a minimum, the following services to be provided:

(A) Each child who is not a child with a disability under OAR 581-015-2130 through 581-015-2180 has a personalized educational plan that includes assessment, goals, services, and timelines;

(B) Information pertaining to students and educational programs is provided to the Department in an accurate and timely manner;

(C) Children have opportunities to be educated in the least restrictive environment;

(D) The education program is developed and implemented in conjunction with the treatment program; and

(E) Other requirements as identified by the Department.

(b) The Department must ensure that the education program is operated in compliance with a written agreement with the contracting school district.

(c) Final determinations concerning the eligibility of treatment programs for education funding are at the discretion of the State Superintendent of Public Instruction.]

(6)(a) Each year, the Oregon Department of Education will publish an application for eligible LTCT programs to apply to be funded in accordance with the application process described in this section. The Oregon Department of Education will be responsible for developing the form and timelines for LTCT program applications.

(b) Notwithstanding subparagraph (6)(a) of this section, LTCT program applications must be submitted to the Oregon Department of Education by January 15.

(c) In situations in which the school district was notified by a day or residential treatment program of an expansion or new program after January 15, the Department of Education may accept applications past the January 15 deadline.

(7) The Department of Education is responsible for reviewing and approving the applications to fund LTCT programs under this rule. If the application is approved, the LTCT program may begin receiving funding on July 1 of the same year.

(8)(a) Upon receipt of a completed application for funding for an LTCT program under this rule that has been determined to be eligible, the Department of Education will enter into an agreement to fund the program.

(b) For applications received by January 15, the Department shall make eligibility decisions by March 16.

(c) Eligible LTCT programs will be funded according to the formula in OAR 581-015-2572.

[*(3) Funding Procedures: Upon receipt of an application for funding for a program under this rule, the Department of Education will:*

(a) Determine if the treatment program meets the eligibility criteria in this rule within 45 business days;

(b) If necessary, request additional funding or a limitation for funding from the State Legislature; and

(c) Fund the program according to the formula in OAR 581-015-2572 only when sufficient funds are available for the program under ORS 343.243 and an appropriation from the General Fund as determined by the Department.]

Statutory/Other Authority: ORS 326.051 & 343.961
Statutes/Other Implemented: ORS 343.243 & 343.961

Minimum Standards for Sign Language Interpreters Serving Students in Public Schools SB 950 OAR 581-15-2035

903

Georgeann Harty (She/her)

Office of Enhancing Student Opportunities (OESO)

Georgeann.harty@ode.oregon.gov

Minimum Standards for Sign Language Interpreters: Program Overview

- **June 2024:** ODE revised **OAR 581-015-2035** to reflect that interpreters working in schools must obtain licensure through the **Health Licensing Office (HLO)**.
- **September 2024:** ODE adopted a temporary rule suspending the licensure requirement while HLO completed development of its licensure framework. The temporary rule expired in **March 2025**.

904

- **2025 Legislative Session: Senate Bill 950** established new requirements for the HLO licensure process and removed certain previous requirements.
- **Summer 2026:** HLO adopted temporary rules and established **January 2027** as the effective date for required interpreter licensure.
- **Proposed ODE Action:** Revise **OAR 581-015-2035** to align with current law and direct affected individuals to the HLO licensure process and requirements.

Minimum Standards for Sign Language Interpreters: Need for Rulemaking

Why is ODE updating OAR 581-015-2035?

- HLO is now responsible for interpreter licensure.
- State law and HLO requirements have changed since ODE last revised the rule.
- ODE's rule should align with the current statewide licensure framework.
- Referencing HLO eliminates outdated or duplicative requirements.
- The update provides clear direction to schools and interpreters regarding licensure requirements and compliance.

905

Minimum Standards for Sign Language Interpreters: Equity Impact

- Supports equitable access to qualified sign language interpreters for students who are deaf or hard of hearing across Oregon.
- Aligns interpreter qualifications with statewide licensure standards established by the Health Licensing Office and Sign Language Interpreter Board.
- Promotes consistency in interpreter quality regardless of geographic location or school district.
- Strengthens communication access and meaningful participation in educational programs, services, and activities.
- Helps ensure students receive interpreting services from professionals who meet established competency and accountability standards.

906

Minimum Standards for Sign Language Interpreters: Fiscal Impact

- **No anticipated fiscal impact to ODE.**
- The rule change is administrative in nature and updates references to the appropriate licensing authority.
- ODE does not issue, process, or maintain educational interpreter licenses.
- Licensing, renewals, fees, and regulatory oversight are administered by the **Health Licensing Office (HLO)**.
- No new staffing, technology, training, or operational costs are expected as a result of this rule update.
- The change may reduce confusion by directing applicants to the correct licensure process and agency.

581-015-2035 Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

(1) Definitions. For purposes of this rule:

[(a) “CI” means Certificate of Interpretation issued by RID.

(b) “CT” means Certificate of Transliteration issued by RID.

(c) “EI/ECSE” means Early Intervention and Early Childhood Special Education.

(d) “EIPA” means the Educational Interpreter Performance Assessment®, including both the written and performance components.

(e) “NIC” means the National Interpreter Certification by RID.

(f) “Public School” means a public agency or school district or as defined in OAR 581-015-2000.

(g) “RID” means Registry of Interpreters for the Deaf Inc.

(h) “Sign Language Interpreter” means a person who provides educational interpreting services to students with hearing impairments.

(i) “Student” means a student with a hearing impairment who is:

(A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or

(B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.]

(a) "EI/ECSE" means Early Intervention and Early Childhood Special Education.

(b) "Health Licensing Office" means the Oregon Health Authority Health Licensing Office.

(c) "Public School" means a public agency or school district as defined in OAR 581-015-2000.

(d) "Sign Language Interpreter" means an individual who provides educational sign language interpreting services to students.

(e) "Student" means a student who is:

(A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or

(B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.

(2) Minimum Standard. [A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:]

A public school or EI/ECSE program may employ or contract with a sign language interpreter only if the interpreter:

[(a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and

(b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or

(B) Achieve a passing score on the EIPA Written test.]

(a) Holds the license, registration, permit, or authorization required by the Health Licensing Office and Oregon Board of Sign Language Interpreters for the services being provided; and

(b) Complies with all applicable statutes and administrative rules governing sign language interpreters.

(c) Public schools and EI/ECSE programs shall verify the licensure status of interpreters in accordance with requirements established by the Health Licensing Office.

(d) If the Health Licensing Office and Oregon Board of Sign Language Interpreters has waived the required license, registration, permit, or authorization required, public schools and EI/ECSE programs shall be subject to the terms of the waiver.

(e) Public schools and EI/ECSE programs shall comply with all implementation timelines established by the Health Licensing Office and Oregon Board of Sign Language Interpreters.

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 10/15/2026
Title: ***OAR 581-15-2035***
Status: First Reading
Presentation: No (Written Report Only/Consent)
Key Staff: Georgeann Harty

Topic Summary: Why is ODE updating OAR 581-015-2035?

- HLO is now responsible for interpreter licensure.
- State law and HLO requirements have changed since ODE last revised the rule. ODE's rule should align with the current statewide licensure framework.
- Referencing HLO eliminates outdated or duplicative requirements. The update provides clear direction to schools and interpreters regarding licensure requirements and compliance.

ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

   OAR 581-015-2035 currently states minimum requirements for sign language interpreters. With SB 950 it conflicts with licensure requirements.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

   SB 950 does not directly name OAR 581-015-2035. However, it does name The Health Licensing Office (HLO) of Oregon Health Authority to uphold a licensure system. HLO is now responsible for interpreter licensure. Referencing HLO eliminates outdated or duplicative requirements. The update provides clear directions to schools and interpreters regarding licensure requirements and compliance.

3. **Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

   Yes in 2025 when SB 950 was passed ODE revised OAR 581-015-2035 until HLO set up a licensure system and rules.

4. **Why is this item coming before the Board now?**

   The Health Licensing Office has set temporary rules and will have licensure in effect January 1, 2027.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☐ ODE Staff
   - ☐ Students
   - ☒ Families
   - ☐ Community-Based Organizations
   - ☒ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☐ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☒ Other: legislation

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. **How did the Equity Decision Tree inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?**

   Engagement was done with the sign language interpreter board and HLO's Rule Advisory Committee.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally**

recognized tribes in Oregon? (For more information, please reference ODE's Tribal Consultation Toolkit.)

☒ No

☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below

☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**

☐ N/A; this item does not intersect with other state entities.

☒ Oregon Health Authority (OHA)

☐ Department of Early Learning and Care (DELC; formerly ELD)

☐ Educator Advancement Council (EAC)

☐ Higher Education Coordinating Commission (HECC)

☐ Youth Development Oregon (YDO)

☐ Teacher Standards and Practices Commission (TSPC)

☐ Oregon Housing and Community Services (OHCS)

☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

ODE attended HLO RAC and Board meetings. ODE served as a interested party and engaged when heeded. ODE and the HLO collaborated for over 2 years on this legislation.

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

☒ Northeast Oregon

☒ Central and Southeast Oregon

☒ Southwest Oregon

☒ Willamette Valley and Central Coast

☒ Northwest Oregon

☐ Tribal lands

☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

This is a statewide rule change and statewide engagement was needed.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

The cost of licensure was discussed and changed multiple times.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

None

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No
☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

Finding licensed interpreters may be difficult in the short term.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No fiscal impact on ODE. Health Licensing Office (HLO) will have transitional costs until licensure is consistent.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The licensure will improve the standard of sign language interpreting for students and create an equal system throughout the state.

16. **How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

    Licensure cost could be a barrier.

17. **What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

    A shortage of interpreters is currently an issue and may increase in the short term. In the long term, having fully qualified interpreters will improve education in Oregon.

18. **What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

    The short-term shortage of interpreters may cause students who are Deaf to have to use a virtual interpreter.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. **Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

    Legislation requires the change.

20. **How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with the Board's Mission, Vision, and Values?**

    The engagement process was over two years, and new legislation was introduced in 2025, SB 950, to reflect this engagement.

21. **Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

ODE recommends updating the OAR to reflect the department's commitment to high-quality education for all students.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

☐ N/A; this item does not require any additional support.
☐ Communications plan
☐ Technical assistance, professional development, and/or coaching
☐ Direct or differentiated support for small, rural, or remote school districts
☐ Corrective Action Processes
☐ Safety measures
☐ Organizational culture or practice changes (change management)
☐ Materials and/or supplies
☒ Guidance and/or supplemental resources
☐ Other: _____

23. Has this item changed since the last Board meeting?

☒ N/A; this item has not previously been before the Board
☐ No; same as last month
☐ Yes; please review Appendix A: Second Reading below.