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Functional Analysis and Operations Review of the Oregon Department of Education

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Functional Analysis and Operations Review
of the Oregon Department of Education

Recommendations and Management Tools

February 12, 2013

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Introduction

In November 2012, the Oregon Department of Education (ODE) entered into an Intergovernmental Agreement with Portland State University's (PSU) Center for Public Service (CPS). This agreement outlines the scope of work for CPS to perform a Functional Analysis and Operations Review of ODE.

The Scope of Work includes:

1. Conduct interviews with key ODE personnel, Oregon Department of Justice (DOJ) legal advisors, Oregon Department of Administrative Services (DAS) staff, and education community key stakeholders. Interviews will be used to determine the extent to which existing ODE personnel have the understanding and tools needed to effectively perform their jobs consistent with the Agency's organizational mission.
2. Develop a description and analysis of current agency functions and activities.
3. Prepare a recommendation of proposed organizational changes, strategies, budget proposals, and management initiatives for the Agency.
4. Develop both an internal and external set of tools for strategic planning and organizational improvements.

Data Collection and Analysis

The CPS team conducted interviews with ODE staff members and external stakeholders to gather information about the core activities of the Department. The team reviewed ODE budgets, the website, and internal documents, and compiled a list of 74 core activities of the Department.

The team also reviewed and analyzed federal law, Oregon Revised Statutes, Oregon Administrative Rules, ODE grants and contracts, and internal documents, including ODE's 2013-2015 Strategic Plan. The purpose was to assess whether — and to what extent — each of these 74 core activities aligned with the Strategic Plan. We assigned partial alignment ratings to activities by applying the following two criteria: (1) activities that ODE could make changes to in order to better align them with its Strategic Plan objectives; (2) activities that ODE could change to make them more efficient.

For example, ODE's Strategic Plan states in Goal 4, Objective 3 that ODE will pro-actively inform and engage the Legislature. We recognize that ODE performs many activities related to informing and engaging the Legislature, but it is unclear whether these activities are pro-active and aligned with the expectations of Goal 4.

Data were summarized in a matrix consisting of the following (See Appendices A-C):

- DOE Office that is responsible for the activity
- Function, or general category of the activity – such as data collection
- Activity
- Description of the activity
- Authority (Federal, State)
- Source of authority (specific statute, rule)
- Funding source
- Degree of flexibility to change the activity
- Process for changing the activity – such as administrative rule change
- Issues related to the activity

- Assessment of whether the activity aligns with the 2013-2015 Strategic Plan
- Recommendations, if applicable

For each of the 74 core activities, we also used the following scale to rate each activity's flexibility to change:

- High – requires a change in Department policy, procedure, or administrative rule;
- Medium – requires a change to state law or federal policy change;
- Low – requires a change to federal law or requires a federal government waiver.

Result of ODE Activity Analysis

The result of the analysis of 74 ODE core activities' alignment with ODE's Strategic Plan for 2013-2015 suggested three types of activities based on alignment and the degree of flexibility for change. They are:

- A. **Aligned activities:** 29 activities aligned with ODE's Strategic Plan,
- B. **Not aligned, low flexibility:** 15 activities did not align, partially aligned, or were not mentioned in ODE's Strategic Plan, and have a low degree of flexibility to change.
- C. **Not aligned, medium to high flexibility:** 30 activities did not align, partially aligned, or were not mentioned in ODE's Strategic Plan, but have a high to medium degree of flexibility to change.

A. Aligned activities

Analysis revealed that 29 ODE activities, or about 39% of the Department's core activities, align with its 2013-2015 Strategic Plan. These activities cross all ODE Offices, all five goals of the plan, and many of the objectives of the plan.

To review these activities, see Appendix A.

B. Not aligned, low flexibility

Analysis revealed 15 activities, or 20% of ODE's core activities, did not align or only partially aligned with ODE's Strategic Plan, and had a low degree of flexibility to change. These are activities primarily determined by federal statutory laws, which, as noted above, we assumed to be more difficult to change than state statutory laws.

To review these activities, see Appendix B.

C. Not aligned, medium to high flexibility

Analysis determined that 30 activities, or 40% of ODE's core activities, do not fully align or partially align with its Strategic Plan. However, we put these activities in the "medium to high flexibility" category since changing them only requires changes in state statutes, administrative rules, or internal ODE policies.

Several of the activities in this category would only require internal changes, yet would have significant impact on the overall functionality of the Department. Interviews revealed that ODE struggles in these areas and our regulatory analysis revealed that ODE could change these activities relatively easily. For example:

- **External Communications**—ODE acts in several formal roles with local school districts, other government agencies, municipalities, private sector organizations, interest groups, and individuals. In these varied roles, ODE distributes funding, enforces regulations, grants licenses, engages in contracting, provides training, works in concert other organizations, and performs all of the regular functions of a state agency. These interactions are described in statute; defined by contract or other agreement; outlined in administrative rules; or described in another formal structure.

Formal systems and procedures that affect ODE include certain operations that must occur. For example, the Governor appoints members to the State Board of Education and submits the Department’s budget to the Legislature. However, outside of such formal procedures, it is not clear that ODE is building and fostering informal relationships or partnerships with key groups, such as with staff of the State’s Budget and Management Division, with analysts from the Legislative Fiscal Office, with others in the Executive Branch that fall outside of the formal systems and procedures, or with District partners.

These informal relationships help to avoid misunderstandings, frame important issues, foster collaboration, and are the difference between stilted relationships that undermine the effective workings of government institutions. Many state agencies do not maintain these kind of additional, informal, working relationships with partners, instead limiting communication to minimum, formal requirements. These agencies often have difficulty achieving their stated goals and anticipating and avoiding problems.

- **Internal Communications**— Non-management and some supervisory staff are subject to a collective bargaining agreement. Effective managers use the contract as a tool to maintain communication with employees, establish informal relationships, and avoid grievances. These lines of communication provide valuable information not always available in the formal chain-of-command and build relationships that can weather the inevitable conflicts that arise between labor and management.

In addition, we found several groups of employees working on similar activities or goals as other groups of employees in different offices within ODE, but who were not familiar with the work of their colleagues. This siloed effect may contribute to inefficiencies and make it more difficult for ODE to achieve its goals.

- **Implement Policies and Empower Managers**— In many cases, ODE line staff default to the specific language in statutes, administrative rules, and contracts as a source for standards and guidance in performing their duties at ODE. The absence of systematic Department interpretation of laws and rules appears, in turn, to have fostered inflexibility in interpretation and application of statutes, rules, and requirements at the School District level. Detailed processes, directions, and limitations on decision-making prerogatives formalized in statutes, administrative rules, and contract language constrict Department managers’ decision-making latitude. On an ad hoc basis, changing statutes, administrative rules, and other restrictive language to respond to a change in a real-time situation is time consuming and unwieldy. If the Department is to be responsive the Governor, the

Oregon Education Investment Board, Districts, the public, and other stakeholders, managers need latitude to make decisions.

To review these activities, see Appendix C

Recommendations

We developed recommendations primarily focused on the category of activities that did not completely align with the Strategic Plan, but had a high or medium degree of flexibility for change (Category C). The activities that aligned (Category A) do not require immediate changes. The activities that do not align, but have a lower degree of flexibility (Category B) require more time and strategic action to change, and therefore we did not focus our recommendations on these categories of activities. It should be noted, however, that most of the recommendations below would also apply to activities in Categories A and B. ODE has an opportunity to apply the result of this Functional Analysis and its Strategic Plan to review its current operations and make improvements across the organization.

Specific recommendations for “Category C” activities that are not aligned, but have medium to high flexibility

Thirty activities did not align, partially aligned, or were not mentioned in ODE’s Strategic Plan, but we determined to have a medium to high degree of flexibility to change. Because of the relative ease of changing the internal department policies, DOE administrative rules, or even state statutes, we focused our recommendations on these activities. The activities in this category cross all offices and units within ODE, but the recommendations can be grouped into 3 main categories:

- 1. Set expectations and management requirements for achieving goals in the Strategic Plan.** ODE’s 2013-2015 Strategic Plan includes many aggressive goals and objectives, but does not precisely outline the management plan or strategies it will employ to achieve these goals. ODE management should review current operations, determine what will need to change in order to achieve each goal, set requirements and expectations, and measure results. These activities primarily require a change in Department policy or operations and active management engagement. Some examples include:
 - a. External communications**— ODE has an opportunity to increase its effectiveness within and outside of state government by building and maintaining stronger partnerships with the Budget and Management Division, the Legislative Fiscal Office analysts, and others. ODE should improve its customer service and external communication by fostering informal relationships with its partners. ODE may want to explicitly establish communication tools and structure to develop and oversee how ODE deals with its Partners in the following way:

Using the CPS Functional Analysis matrix and the Department’s 2013-2015 Strategic Plan as an organizing framework, the Deputy Superintendent can ask each Assistant Superintendent to establish and

maintain ODE's relationship with one or more of the Department's Partners. Those duties might include:

- Establishing a working relationship with the key contact person in an agency or organization
- Taking responsibility for being ODE's expert on that Partner
- Reviewing information and communications from the Partner and passing along pertinent information to the Deputy Superintendent, his designee, or others in ODE
- Understanding the needs of the Partner and providing pertinent information to the key contact person
- Knowing when to call upon other ODE staff for assistance

- b. Internal communications—** ODE should consider establishing labor management committees in each unit of the Department and direct line managers to hold monthly meetings with stewards to discuss issues in an informal and open setting. It is important to ensure that all managers are familiar with the contract in order to establish effective working relationships with stewards and other union officials.

Additionally, ODE should consider establishing working groups based on its Strategic Plan goals, or otherwise identify ways to break down the silos within ODE.

- c. Remove limitations on management discretion and implement Department standards—** ODE should consider reviewing current statutes – and especially existing administrative rules – for opportunities to remove limitations on executive decision-making at the Department level. Such changes should be accompanied, with staff input, by the development of written standards to help ensure the effective execution of policy within this more flexible framework.

The CPS Functional Analysis matrix offers a starting place for the Department to systematically interpret external standards and develop explicit ODE standards. Rationalizing complicated, duplicative, and confusing external requirements can be done in a way that serves both the Governor's policy objectives and School District needs for clarity and coordination of information from ODE. It is important to emphasize that when standards are not met, management should evaluate the cause. Generally, failure to meet standards is caused by poorly written standards, lack of training, need for better management oversight, or lack of resources.

Written standards can be articulated as procedures, service level agreements or other formats available for that purpose. We suggest the following format:

POLICY DISCUSSION

A discussion of the context and history of the policy, reflected in the external requirement, Governor's policy, Board directive, or Deputy Superintendent's directive: What's the intent and why is it good for students? What is the strategic environment for execution of the policy?

SOURCE OF AUTHORITY

Specific law, rule, contract, direction, or other source of authority requiring or allowing ODE staff to perform activities described by the policy.

STANDARDS (policies)

Specific, quantifiable, and measureable standards for ODE staff who perform the activities governed by the policy to include, but not limited to:

- Methods and procedures to be used;
- Quantity expectations;
- Timeline expectations;
- Quality expectations;
- Outcome expectations;
- Delegation of authority, resources, and responsibility to specific staff positions;
- Performance measures evaluated against quantifiable standards.

2. Look for opportunities to eliminate obsolete or collapse duplicative activities.

ODE performs a variety of federal, state, and internal activities such as data collection and reporting, computer application development, fiscal support for programs, and grant/program management across multiple units. From our high-level review, it was not immediately clear how much duplication within the Department exists or if ODE is performing some obsolete activities (such as collecting data for expired or unnecessary reports). For example, ODE currently has fiscal staff working outside of the Office of Finance and Administration, and several offices are performing a variety of data collection and reporting functions. We recommend doing a thorough review and eliminating or combining activities.

3. Look for opportunities to shed activities to other agencies and expressly define ODE activities—

ODE performs several activities that other agencies or government bodies could or should perform. For example, the Oregon Office of Administrative Hearings may be able to conduct ODE's administrative hearings. The Department should consider whether the Child Nutrition program could be performed by the Department of Agriculture, or whether the Veterans Education program could be moved to the Department of Veterans Affairs. ODE should also compare its activities with those to be performed by the Oregon Education Investment Board to determine if there are duplications or opportunities to combine activities.

In addition, it appears that ODE performs some activities that could be done by the State Board of Education or by local school districts, such as technical assistance for charter schools. As the agency that sets standard and evaluates performance for Federal, State, and other funding sources, ODE risks usurping School District management responsibilities. Using the CPS Functional Analysis for guidance, the Department may want to further examine State and Federal law, administrative rules, contracts, and other standard-setting activities to ensure that ODE is not performing District responsibilities and activities.

To review the full list of these activities and recommendations, see Appendix C.

Additional Management Tools

Successful organizational change includes three distinct phases: unfreezing, changing, and refreezing (Carnevale, 2003). We provide one tool in each category to facilitate the change process that ODE must undergo in order to better achieve its stated goals.

- 1. Unfreezing**—Organizational stakeholders are challenged in their long-held beliefs and behaviors about the organization. It is during periodic “brewing” phases – when stakeholders realize that a change is on the horizon – that resistance is likely to surface. Allowing employees direct involvement helps to ensure that employees “are provided a measure of psychological safety during the change process,” (Carnevale, 2003).
 - **SWOT Analysis (Strengths, Weaknesses, Opportunities, & Threats)**—A SWOT Analysis is a tool used to assess the internal and external environments of an organization (Bryson, 2004). Strengths and weaknesses refer to the internal capacity and culture of the organization while opportunities and threats generally refer to the external possibilities facing the organization (Bryson, 2004). SWOT analyses are useful not only in determining the environment of the organization, but as a starting point for identifying priorities or setting organizational direction. This activity should reveal information that is vital to the organization’s prosperity as well as areas of concern that, if addressed, should help the organization succeed (Bryson, 2004). Viewing the organization as a whole is also useful in strategic planning, organizational change, program management and effective leadership.

The external piece of the SWOC should examine the trends, resources and potential collaborators and/or competitors of the organization. The internal assessment should reveal inputs, performance, culture, strategy and values (Bryson, 2004).

For instructions of a SWOT Analysis, see Appendix D.

- 2. Changing**—The organization, the employees, and the behaviors that are the accepted norms and current practices undergo change during the second phase. It requires employees to rethink the possibilities, structures and prospects for their future (Carnevale, 2003).
 - **Organizational Responsibility Chart**—An Organization Responsibility Chart (ORC) is a chart that identifies the significant steps in an organizational change and clearly outlines what role key stakeholders will have in executing the proposed change.

Creating successful change requires several components. One of the most critical components is providing a plan (Fernandez & Rainey, 2006). An ORC is the synopsis of the change plan. Specifically, it details the level of involvement one needs for each major action from each key stakeholder. Levels of involvement include important actions such as authorizing, executing, supporting and/or informing the change team. Other crucial components of successful change are building internal and external support

and ensuring the support of the organization's top management (Fernandez & Rainey, 2006). While the ORC does not build the support itself, it does provide a snapshot of the level of involvement each stakeholder group has, which can help determine whether or not stakeholders resist when the process is complete. It allows management to examine stakeholder involvement and circle back with those groups who might require more input during the process.

For a template of an Organizational Responsibility Chart, see Appendix D.

3. Refreezing—This process requires the organization to stabilize itself after the change and follow a plan that ensures that the intended benefits of the change are realized. Institutionalizing the changes helps guarantee that they are not wasted, forgotten, or disbanded under new leadership. The behaviors and new policies must be incorporated into the larger organizational system so they can replace the old behavior and policies (Fernandez & Rainey, 2006).

- **Action Research**—Action Research is the method that organizations employ to reflect on the change actions that they have just taken, learn from the process, and incorporate their findings into next steps and phases as they proceed. It is not a static phase or tool, but rather constant observation, participatory research, reflection and most importantly feeding the reflective information back into the system or process. It involves knowing and learning through evaluating (Carnevale, 2003). Action Research does not attempt to refreeze the organization, but rather aims to keep it in motion. It is a cyclical process that should be used throughout changes. We use it here, however, to remind ODE that it should never be too frozen. Organizations should take a look at their processes and their people on occasion and learn to incorporate feedback into future plans.

For a template of Action Research, see Appendix D.

Conclusion

The Oregon Department Education is an integral part of a newly established pre-Kindergarten through graduate school system of education that, for students, is intended to appear seamless from the first day of school to the last. ODE managers have begun to refocus the Department and move it into a larger, cohesive entity along with other, heretofore, disparate state and local entities.

Organization charts, budget spreadsheets, and policy direction from elected officials represent some of the important tools that managers use to oversee and hold accountable complex operations in the public sector. For its part, the Oregon Department of Education operates as an important management tool for the Governor to oversee, support, and hold accountable a significant portion of Oregon's system of education.

The change from directly elected leadership at ODE to professional administration and the challenge of becoming part of a seamless education effort present a window of opportunity to redesign and refocus the Department. This report offers a high-level view and framework within which to begin that challenging and difficult work; to create a structured and effective tool for the Governor to use in achieving the policy objectives outlined in reform legislation.

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Appendices

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
DSO	Virtual Education	Oregon Virtual School District	Virtual charter school	State	ORS 319.840, 338.015; OAR 581-020-0395 to 581-020-0520	GF	Medium	State legislative change, state administrative rule change	Yes- Goal 1, Objective 3	Why not under EII with other charter school oversight?
DSO	District/ Student Support	Child Nutrition	Federally funded reimbursements to providers of qualifying meals in school, child care and other settings	Federal	USDA National School Lunch Program and School Breakfast Program guidelines	FF	Low	Federal legislative change/ waiver	Yes- Goal 3, Objective 4	Why not under Department of Agriculture?
DSO	Misc. Bodies and functions	Quality Education Commission, public records requests	Various	State	ORS 327.506; 192.410 to 192.505	GF	Medium	State legislative change	Yes- Goal 4, Objectives 1 and 2	Identified by employees, these are relatively minor but required functions
DSO	Internal Agency Support	Internal audits	Audits	State	OAR 581-024-0265	GF	High	State administrative rules change	Yes- Goal 5, Objective 3	
DSO	Internal Agency Support	Strategy	Department strategy development	State	Internal dept operations	GF	High	Policy change	Yes- Goals 1-5	
DSO	Internal Agency Support	Policy	Department policy development	State	Internal dept operations	GF	High	Policy change	Yes- Goals 1-5	
DSO	Policy; Oversight and Compliance	State Board	Rule adoption, coordination, policy adoption	State	ORS 326.011 to 326.075	GF	Medium	State legislative change	Yes- Goals 1-5	ODE staff place this as a function of DSO, technically law states as independent body/unclear if should be treated as a function
EII	Academic Content Development and Instructional Materials	Oregon Skills Assessments	Developing CTE related skills assessments	Federal	NCLB/ESEA, ESEA flexibility waiver, ORS Sections 344.055 through 344.130	FF	Low	Federal legislative change/ waiver	Yes- Goal 1, Objective 3	
EII	Academic Content Development and Instructional Materials	STEM	Developing and supporting science, technology, engineering and math programs and activities	Federal	ESEA Titles IA and IVB	FF	Low	Federal legislative change/ waiver	Yes- Goal 1, Objective 3	
EII	Academic Content Development and Instructional Materials	Career and Technical Education	Vocational education, tracking new national Common Career Technical Core	State; Federal	ORS Sections 329.850, 329.885, 344.055 through 344.130, OAR 581-022-0102, 581-22-0405, 581-022-1130, 581-044-0220 to 0260 (state grant program), Federal Perkins Grant Regulations	Federal Perkins Grant, FF	Low	Federal legislative change/ waiver, state legislative change, state administrative rule change	Yes- Goal 1, Objective 3	
EII	Academic Content Development and Instructional materials	Oregon Diploma	Development of graduation requirements and standards	State	ORS Sections 329.007, through 329.492; OAR 581-011-0060, 581-021-0200, 581-022-0807, 581-022-1130 through 581-022-1210	GF	High	State administrative rule change, potentially state legislative change	Yes- Goal 1, Objective 3	
EII	Support for Quality Education	Comprehensive Guidance and Counseling	Support students' transitions	State	ORS Section 326.051, OAR 581-022-1510	GF	High	State administrative rule change	Yes- Goal 1, Objective 3	ORS Section 326.051 is general authority of State Board of Education and through it ODE, not a substantive provision as to this function

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
EII	Technical Assistance; Oversight and Compliance	Postsecondary educational programs	Primarily professional/career training	State; Federal	ORS 344.257 through 344.359, 345.010 through 345.450; OAR 581-045-0001 through 581-045-0586, 581-049-0000 through 581-049-0040	FF	Low	Federal legislative change/waiver	Yes- Goal 1, Objective 3	Scope of programs is unclear
EII	Technical Assistance	Personalized Learning and Credit for Proficiency	Alternative method for satisfying assessment and diploma requirements	State; Federal	ORS Sections 329.485 through 239.488; OAR 581-022-0610, through 581-022-0615; ESEA/NCLB, IDEA, Oregon waiver from ESEA/NCLB reporting requirements	FF, GF	Medium	State legislative change, amendment to ESEA flexibility waiver, administrative rule change	Yes- Goal 1, Objective 3; Yes- Goal 3, Objective 3	
EII	Support for Quality Education	PK-20 Redesign	Overall system design/ redesign.	State	ORS Sections 329.165 through 329.850, OAR 581-015-2590	GF	Medium	State legislative change	Yes- Goal 1, Objectives 1-4	
EII	Academic Content Development and Instructional Materials	Academic Content Standards	Common Core State Standards for Math, English; developing for science; Oregon Content Standards in many other areas	State	ORS Sections 329.007 through 329.492; OAR 581-011-0060, 581-021-0200, 581-022-0807, 581-022-1130 through 581-022-1210; Locked in by ESEA/NCLB flexibility waiver application as to Common Core State Standards	GF	Low on Common Core State Standards; Medium on Oregon Content standards	ESEA flexibility waiver change, state legislative, state administrative rule change	Yes- Goal 1, Objectives 2 and 3	
EII	Support for Quality Education	Highly Qualified Teacher Support	Tied to ESEA/NCLB requirement that teachers in core academics and schools receiving Title IA or Title IIA funds meet federal "highly qualified" standard	State	OAR 584-100-0002 through 584-100-0096 discuss requirements/standards for "highly qualified" teachers, but no provision appears to mandate a specific support program.	GF	High	Procedural change	Yes- Goal 2, Objective 1	The extent of ODE's "support" for HQT is unclear
EII	Support for Quality Education	Teacher and Administrator Mentoring	Mentoring	State	ORS 329.790 through 329.820; OAR 581-020-0060 through 581-020-0090 (teacher mentoring), 581-022-1725	GF	Medium	State legislative change, state administrative rule change	Yes- Goal 2, Objective 1	
EII	Support for Quality Education	Educator Effectiveness	Framework for supporting educators through career	State	SB 290 & Framework; ESEA/NCLB waiver	GF	Medium	State legislative change, state administrative rule change	Yes- Goal 2, Objectives 1-4	
EII	Support for Quality Education	Professional Practices to Support Common Core Implementation	Professional development for educators	State	Locked in by ESEA/NCLB flexibility waiver application as to Common Core State Standards	GF	Low	ESEA flexibility waiver change	Yes- Goal 3, Objective 1	

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
EII	Support for Quality Education	Continuous Improvement Planning	Measuring achievements in school and district performance	State	ORS sections 326.051, 329.095, OAR 581-022-0606	FF	Medium	State legislative change, state administrative rule change consistent with federal funding requirements	Yes- Goal 3, Objectives 1-4	ORS Section 326.051 is general authority of State Board of Education and through it ODE, not a substantive provision as to this function
EII	Support for Quality Education	School Improvement	Priority/Focus/Model Schools and School Improvement Grants	State; Federal	ORS Section 329.822, 329.838; OAR 581-020-0005 through 581-020-0055 (school improvement and professional development programs; requirements repealed and replaced with various other improvement measures – unclear how programs being administered), 581-023-0112; ESEA Title I-1003G	FF	Medium	Federal legislative change, state administrative rule change	Yes- Goal 3, Objectives 1-4	
OAIS	Data Collection and Reporting	Longitudinal Student Data Studies and services	Series of 3 projects (DATA, OFAR, and Alder) to track student performance over time	Federal	Federal grants, applied for pursuant to ORS section 326.051(s)(b)(E); Arguably ORS Sections 327.297, 327.345, 329.105, 329.485; ESEA/NCLB (as part of tracking student achievement, efforts at closing achievement gap, identification of trends in ESL population)	Current grant - \$10,475,997 for Alder (performance through July 2013). 2.3 million budgeted for 2013. No state funds allocated in grant application, but state required to maintain efforts as condition of grants.	Low	Waiver from Federal grant requirements	Yes- Goal 3, Objective 3	Unclear how or if effort will continue past life of grant – Alder funding set to expire 2013. Staff report grant has been extended to 2014. Also unclear what ROI to state has been or how accomplishments should be measured. Staff asserts “they will need to be integrated with our other data collection and reporting systems” but timeline and efforts for same unclear.
OAIS; SLP	Assessment	Kindergarten Readiness Assessment	KRA– basic statewide comprehensive assessment for kinder. Involves interface with service providers, developing materials, point of contact with schools for administration, materials, scores and reports	Unclear	Unclear	Unclear	Unclear	Unclear	Yes- Goal 1, Objective 1	Function added through staff review; status of project and authority/funding not clear from available materials

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
OFA	District/ Student Support	Pupil Transportation	Transportation oversight to ensure qualified drivers in safe, well-maintained vehicles through, among other functions, bus inspections and bus driver trainings	State	OAR 581-023-0040, 581-053-002 to 581-053-0640	GF	High	State administrative rules change	Yes- Goal 3, Objective 4	
OFA	Data Collection and Reporting	Revenue and funding data collection and reporting	Budget revenue and expenditures, annual revenue and expenditures, reporting data used for State School Fund	State	Internal dept operations	GF	High	Procedural changes	Yes- Goal 4, Objective 2	
OFA	Internal Agency Support	Budget and Analysis Services	Coordinate and manage the preparation, execution and oversight of proposed and passed budgets; conduct fiscal analysis of proposed legislation; coordinate and manage Emergency Board requests and Ways and Means presentations; compile and analyze financial data for external and internal customers	State	OAR 581-023-0035	GF	High	State administrative rules change	Yes- Goal 4, Objective 2	
SLP	State Operated and/or Administered Programs	Early Childhood Education	Head Start, Pre-K programs, Implement and provide oversight for all Early Intervention and Early Childhood Special Education programs; Administer contracts for EI/ECSE	State; Federal	ORS Sections 327.023, 329.170 through 329.200, 329.235, 343.455 through 343.534; OAR 581-015-2700 through 581-015-2910, 581-019-0005 through 581-019-0100; Federal Head Start funding requirements	GF, FF	Low	Federal legislative change/ waiver, state legislative change, state administrative rules change	Yes- Goal 1, Objective 1	

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
SLP	Oversight and Compliance Data Collection and Reporting	Special Education Monitoring, Systems and Outcomes	<p>Extended Assessments, Special Education planning/transitioning, Systems Performance Review and Improvement, Alternate Testing, Collect, maintain, and analyze extensive system of data to demonstrate compliance and outcomes for children with disabilities;</p> <p>Ensure districts provide a free appropriate public education to each eligible child;</p> <p>Propose regulations to address federal requirements</p>	State; Federal	<p>ORS Sections 343.035 through 399, 343.455 through 343.534, OAR 581-015-2000 through 015-2515, 581-015-2805, 581-022-0610, 581-022-1130 through 581-022-1134, 581-022-1340, 581-022-1350;</p> <p>IDEA, ADA, Vocational Rehabilitation</p>	FF	Low	Federal legislative change/waiver, state legislative change, state administrative rule change	Yes- Goal 1, Objective 4	Possible duplicative activities in data collection and reporting

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
EII	Oversight and Compliance	ESEA/NCLB	No Child Left Behind provisions of ESEA	Federal	ORS Section 326.051, 329.485, 329.488; OAR 581-010-0200	FF	Low	Federal legislative change/waiver	Not explicit in goals, but oversight and compliance is a core function of ODE	Largely but not entirely superseded by ESEA flexibility waiver
EII	Oversight and Compliance	ESEA/NCLB Flexibility Waiver	Implementing and monitoring compliance with terms of waiver application	Federal	ESEA Flexibility Waiver	FF	Low to Moderate	Change of Federal waiver application	Not explicit in goals, but oversight and compliance is a core function of ODE; Partial alignment with Goals 1-4	Waiver requires ODE to implement student achievement, educator accountability plans, which partially aligns with Goals 1-4
EII	Federal Grants Administration	Veterans' Education		Federal	Federal requirement	FF	Low	Federal legislative change/waiver	Partial- Goal 1, Objective 3	Consider whether the Veterans Affairs can/should perform this function
EII	Data Collection and Reporting	Career and technical education collection and reporting		Federal	ORS Sections 329.850, 329.885, 344.055 through 344.130; OAR 581-022-0102, 581-22-0405, 581-022-1130, 581-044-0220 to 0260 (state grant program); Federal Perkins Grant Regulations	Federal Perkins Grant, FF	Low to Moderate	Federal legislative change/waiver, state legislative change, state admin rule change	Partial- Goal 1, Objective 3	Separate data collection and reporting process/system may be duplicative of other agency functions
EII	Federal Grants Administration; Data Collection and Reporting; Compliance and Oversight; Supporting Quality Education	ESEA/NCLB Funds Administration	Federal funding for educational programs	Federal	<i>ESEA Title IA</i> (Improving Basic Programs); <i>Title IIA</i> (Improving Teacher Quality); <i>Title IIB</i> (Mathematics and Science Partnerships); <i>Title III</i> (Limited English and Immigrant); <i>Title IC</i> (Migrant Education); <i>Title ID</i> (Neglected/Delinquent); <i>Title VB</i> (Charter Schools); <i>Title IVB</i> (21st Century Community Learning Centers); <i>Title VII</i> (Indian, Native Hawaiian and Alaska Native Education); <i>Title X-</i> (Homeless Education)	FF (note that there are no funds or active staffing for Title VII at this time)	Low	Federal legislative change/waiver	Partially aligned with Goals 1-4; Not explicit in goals, but oversight and compliance is a core function of ODE ODE can probably better align these programs with its new goals through reorganization	All of the substantive legislation supporting 21st Century rules has been repealed, but there is still a statute calling for school districts to have 21st Century Committees
EII; SLP	Support Quality Education	Civil Rights Compliance	Oversight of CTE and Nutrition programs for Civil Rights Law Compliance, ADA/IDEA compliance	Federal	OAR 581-021-0045 to 581-21-0049, 581-022-1140; ADA, IDEA, USDA National School Lunch Program and School Breakfast Program guidelines	FF	Low	Federal legislative change/waiver, state administrative rule change	Not explicit in goals, but oversight and compliance is a core function of ODE; Partial- Goal 1, Objective 3	Separate dispute resolution process for civil rights may be duplicative agency function, despite complex nature of issues

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
OAIS	Data Collection and Reporting	Student Population Census	Obtaining ADMW data from schools	State; Federal	ORS Sections 326.355, 327.006 through 327.420, 329.338, 338.155; OAR 581-023-0006 through, 581-023-0019; ESEA/NCLB – critical benchmark for Federal funding and state distribution	GF	Low	Federal legislative change/ waiver, state legislative change, state administrative rule change	Not explicit in goals, but this is a core function of ODE	OAIS
OAIS	Assessment	Test administration, scoring and reporting (including psychometrics)	OAKS—statewide comprehensive academic assessment for use at the student, classroom, school, district and state levels. ELPA – statewide assessment of English language proficiency.. Requires coordination of multiple service providers, development of tests, ancillary materials and technical documentation, standard setting, training and support for administration, and distribution of scores and reports	State; Federal	ORS Sections 329.485 through 329.488 OAR 581-022-0610, through 581-022-0615, ESEA/NCLB, IDEA, Oregon ESEA/NCLB flexibility waiver	GF, FF	Low	Legislative change, amendment to ESEA flexibility waiver, administrative rule change	Partial- Goal 1, Objective 4; Partial- Goal 3, Objectives 1 and 2	Transitioning to Core Curriculum Standards (multi-state). Unclear nature of impact on non-CCS subjects (science), impact on budget of overlapping standards/integration issues. Consider whether contracting out testing functions would achieve the same results. Assessment is a core function to measure student and school performance, but is ODE doing it in the most effective and efficient way?
OAIS	Assessment	Assessment Administration	Administering standardized assessments statewide; liaison with contracted administration service providers, standards boards, and schools; developing materials associated with testing (test administration manual)	State; Federal	ORS Sections 326.051(1)(a,c), 329.007 through 329.488; OAR 581-020-0005, 581-022-0102, 581-022-0610, 581-022-0613, 581-022-0615; ESEA/NCLB, IDEA, Oregon ESEA/NCLB flexibility waiver	GF, FF	Low	State legislative change, amendment to ESEA flexibility waiver, administrative rule change	Partial- Goal 3, Objectives 1 and 2	Has switched assessment systems/contract providers 3 times in last 7 years. Required to pay at least \$5mil (some indications more like \$7.4m, plus fees, costs and time) to settle lawsuit with service provider stemming from incidents in 2007. Consider whether contracting out testing functions would achieve the same results. Assessment is a core function to measure student and school performance, but is ODE doing it in the most effective and efficient way?

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
OAIS; SLP	Assessment	Alternative Assessment	Developing materials for assessments for students with the most significant cognitive impairments (defined as severe enough to prevent completion of standard assessment or accessing curriculum with or without ADA accommodations)	State; Federal	ADA, IDEA; ORS Section 329.488, OAR 581-022-0610, through 581-022-0615, 581-022-1133; ESEA/NCLB and Oregon ESEA/NCLB flexibility waiver	GF, FF	Low	Federal legislative change/waiver, state legislative change, state administrative rule change	Partial- Goal 1, Objective 4; Partial- Goal 3, Objectives 1 and 2	Part of NCLB, which results in award of a non-traditional HS diploma that cannot be used for college admission or other purposes. Staff objected to term "alternative" in describing this task, but that is the statutory/rule language. Consider whether contracting out testing functions would achieve the same results
OAIS; SLP	Assessment	Assessment Access	Design and implementation of test access features and testing accommodations	State; Federal	IDEA, ADA, Vocational Rehabilitation; OAR 581-022-0610 through 581-022-0615; ESEA/NCLB	GF, FF	Low	Federal legislative change/waiver, state administrative rule change	Partial- Goal 3, Objectives 1 and 2	Unclear how much time is devoted to this, how aware districts are of their ability to request and document completion of requirements. Consider whether contracting out testing functions would achieve the same results
OFA	Federal reporting	ARRA and A-133 Reporting	Federally mandated quarterly reporting under ARRA and oversight of districts' federal reporting under federal Office of Management and Budget Circular A-133	Federal	ARRA, OMB Circular A-133	FF	Low	Federal legislative change, federal policy change/waiver	No	
OFA	State School Fund Administration	Calculation and distribution of payments to districts	Support to districts in interpreting and applying statutes and rules	State	OAR on ADMw	GF	Low	Federal legislative change, state legislative change, state administrative rules change	Not explicit in goals, but this is a core function of ODE	OFA
SLP	Oversight and Compliance	IDEA and OMB fiscal requirement compliance	Includes review of State Maintenance of Financial Support, district Maintenance of Effort, Excess Cost, Time and Effort recording	State; Federal	IDEA; OMB fiscal requirements	GF	Low	Federal legislative change/waiver	Not explicit in goals, but oversight and compliance is a core function of ODE	

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues
SLP	Federal Grants Administration; Oversight and Compliance; Internal Agency Support	Special Education Data, Fiscal Legal & Information	IDEA Policy & Practice, publications, data collection, funding, advising, dispute resolution (including a complex system of mediation, complaint resolution, and administrative hearing options).	State; Federal	ORS Sections 327.023, 343.035 through 399, 343.455 through 343.534, 343.565 through 343.600; OAR 581-015-0131, 581-015-0133, 581-015-0710, 581-015-2000 through 015-2910, 581-022-0610, 581-022-1130 through 581-022-1134, 581-022-1340, 581-022-1350, 581-023-0104; IDEA, ADA, Vocational Rehabilitation	FF			Unclear	Separate dispute resolution process for IDEA may be duplicative agency function, despite complex nature of issues ; Separate data collection and reporting activities could be duplicative of other agency activities

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues	Recommendation
All	Customer Service	District and internal agency support	General customer service for internal and external consumers	State	Internal dept operations	GF	High	Policy change	Partial- Goal 5, Objective 3; Partial- Goal 4, Objective 2	ODE provides internal and external customer service, but does it align with Goal 5?	Determine how ODE wants to achieve Goal 5, conduct internal review to determine what must change, develop plan and relay expectations to staff; set performance measures.
DSO	Oversight and Compliance	School calendar approval	Calendar approval	State	OAR 581-015-2590 (school year approval)	GF	High	State administrative rule change	No		Conduct internal review; determine level of effort required; determine whether ODE- or Board of Ed should perform this function.
DSO	Oversight and Compliance	Waiver oversight	Discussed as a petition to the Superintendent who in turn recommends to board	State	OAR 581-022-1920 (both state and Federal requirements)	GF	High	State administrative rules change, individualized waivers of requirements	No		Conduct internal review; determine level of effort required; determine whether ODE- or Board of Ed- should perform this function.
DSO	Internal Agency Support	Appeals	Appeals of school district decisions (incl. Fair Dismissal Appeals Board)	State	OAR 581-022-1940	GF	High	State administrative rules change	Partial- Goal 4, Objective 2	Formerly went to State Superintendent unclear who handles post-reorganization	Consider using the Office of Administrative Hearings
DSO	Internal Agency Support	Legal	Administrative hearings and dispute resolution	State		GF	High	Policy change	Partial- Goal 4, Objective 2 Partial overall ODE policy		Consider using the Office of Administrative Hearings
DSO	Internal Agency Support	Legislative Action	Organize and execute ODE legislative agenda	State	Internal dept operations	GF	High	Policy change	Partial- Goal 4, Objective 3	ODE is doing legislative action, but is it proactive, per Goal 4?	Determine how ODE wants to achieve Goal 4, conduct internal review to determine what must change, develop plan and relay expectations to staff; set performance measures.
DSO	Internal Agency Support	Communications	Internal and external communications	State	Internal dept operations	GF	High	Policy change	Partial- Goal 4, Objectives 2 and 3; Partial- Goal 5, Objective 3;	ODE provides internal and external customer service, but does it align with Goal 5?	Determine how ODE wants to achieve Goals 4 and 5, conduct internal review to determine what must change, develop plan and relay expectations to staff; set performance measures.
EII	Academic Content Development and Instructional Materials	Instructional Materials Review and Approval	Textbook review and approval; textbook caravan	State	ORS 337.030 through 337.275; OAR 581-0110-0050, through 581-011-0142, 581-022-0102, 581-022-0807, 581-022-1210, 581-022-1622, 581-022-1640	GF	High	State administrative rule change	No Goal 3, Objective 1 discusses implementing CCSS, but none of the goals address materials	Note that ORS provisions state Board of Ed, not ODE, has final approval of materials, but Board appears to rely on ODE	Conduct internal review; determine level of effort required; determine how/whether these activities align with Strategic Plan, consider changes, as necessary
EII	Academic Content Development and Instructional Materials	Alternative Education	Monitoring public and private alternative/continuation schools (not to be confused with alternative assessment under NCLB linked to cognitive impairment)	State	ORS Sections 329.485, 336.615 through 336.665, 344.257 through 344.259; OAR 581-015-2450 through 581-015-2515, 581-021-0071 through 581-021-0072, 581-022-1350, 581-023-0008	GF	Medium	State legislative change, state administrative rule change	Partial- Goal 1, Objective 3 Partial- Goal 3, Objective 3		Revise Strategic Plan to ensure it captures this population

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues	Recommendation
EII	Technical Assistance; Oversight and Compliance	Private Schools (Career and pre/K-12)	Licensing, program approval and review, student support, program directory	State	ORS 326.051, 329.170 through 329.200, 329.235, 339.030 through 339.035, 345.010 through 345.050; OAR 581-015-0131, 581-015-2260, through 581-015-2290, 581-015-2450 through 581-015-2515, 581-015-2590, 581-019-0005 through 581-019-0100, 581-045-0001 through 581-045-0586, 581-049-0000 through 581-049-0040	Other Funds	High	State administrative rule change	Partial- Goal 1, Objective 3	Level of effort and specific duties in these areas is unclear from this review	Conduct internal review; determine level of effort required; determine how/whether these activities align with Strategic Plan, consider changes, as necessary
EII	Oversight and Compliance	State Grant Management		State	ORS Sections 327.008 through 327.540, 329.165, 329.175, 329.501, 329.805, 329.838, 329.885, 338.115, 344.058, 344.075, OAR 581-019-0010, 581-019-0055, 581-020-0080, 581-020-0200, 581-020-0250, 581-023-0009, 581-023-0112, 581-023-0230, 581-044-220 to 0260	GF	Medium	State legislative change, state administrative rule change	Not explicit in goals, but oversight and compliance is a core function of ODE		Determine level of effort and how well this activity is functioning. Make improvements, as necessary. Consider the authority and responsibilities at district level and whether ODE can reduce its direct involvement.
EII	Federal Programs	Misc. Programs	STEP Grant, Oregon Leadership Network	Federal		No funding	High	Ongoing obligations uncertain	Partial- Goal 2, Objectives 2-4		Look for opportunities to eliminate duplication and collapse parallel efforts
EII	Academic Content Development and Instructional Materials	Talented and Gifted Education	Enhancement program for identified exceptional students	State	ORS Sections 343.391 through 343.413; OAR 581-022-1310 to 581-022-1330	Other Funds	Medium	State legislative change, state administrative rule change	Partial- Goal 1, Objective 3 Partial- Goal 3, Objective 3		Neither goal speaks to this population; revise Strategic Plan to ensure it captures this population
EII	Academic Content Development and Instructional Materials	Accelerated Learning	AP/IB/Dual Credit/Expanded Options/CTE Student Leadership	State	ORS Sections 340.005 through 340.090, 340.300 through 340.330; OAR 581-022-1360 through 581-022-1372	FF, GF	Medium	Waiver for federal programs (AP), state legislative change, state administrative rule change	Partial- Goal 1, Objective 3 Partial- Goal 3, Objective 3		Neither goal speaks to this population; revise Strategic Plan to ensure it captures this population
EII	Oversight and Compliance	Division 22 assurance	Oversight of Oregon Administrative Rules applicable to ODE	State		GF	High	Procedural change	Not explicit in goals, but oversight and compliance is a core function of ODE		Provide internal training on rules so that every ODE staff person has information and clarity on assisting schools, parents, and other stakeholders with compliance and customer service issues.

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues	Recommendation
EII	Technical Assistance; Oversight and Compliance	Charter Schools	Oversight of locally approved charter schools, state sponsored schools	State; Federal	ORS Sections 338.005 through 338.990; OAR 581-015-2075, 581-020-0301 through 581-020-0395, 581-020-0510, 581-022-0102, 581-022-1130, 581-022-1131 581-0023-0106; ESEA Title VB Grant Regulations	Other Funds, FF	Medium	State legislative change, state administrative rule change, federal grant regulation waiver	Not explicit in goals, but oversight and compliance is a core function of ODE; Partial- Goal 1, Objective 3		Shift to oversight and technical assistance to districts, per ORS
OAIS	Internal Agency Support	IT	Building and maintaining secure network infrastructure including firewalls, SAN storage, and 50+ servers, deploying, maintaining and supporting the internal ODE desktop environment including end user PCs, laptops and telephone support. Maintain and operate ODE Studio services which provide communication services through streaming video and web ex from ODE to the field and the public.	State	Internal Policy	GF	High	Policy change	Partial- Goal 5, Objective 3 ODE is currently doing these activities, but is ODE doing them in a way that aligns with Goal 5?		Determine how ODE wants to achieve Goals 4 and 5, conduct internal review to determine what must change, develop plan and relay expectations to staff; set performance measures. Specifically delegate authority to OAIS to manage IT
OAIS	Data Collection and Reporting	Data Collection, Validation and Accountability Reporting	Obtaining wide variety of data, including student staff, school and district data and covering subjects ranging from infrastructure to student performance	State; Federal	ORS Sections 327.006 through 327.099, 329.105 through 329.498; Arguably ESEA/NCLB (to establish satisfaction of progress requirements and obtain national funding, distribute to schools)	GF, FF	Medium	State legislative change, state administrative rule change	Partial- Goal 1, Objective 4; Partial- Goal 3, Objectives 1-3	Unclear why such a diverse range of information is captured by this office, how it is all used, and if any is duplicative of other efforts	Look for opportunities to eliminate duplicative or obsolete activities or collapse parallel efforts Examine relationship between District suppliers of raw data and OAIS. Traditionally Districts have been held to no standards for data timing and accuracy while OAIS is held responsible for accuracy of final reports based on that data.

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues	Recommendation
OAIS	Data Collection and Reporting	Application Development	Building and maintaining 70+ complex student, staff, school and district data collection and reporting systems. Support over 40 internal applications along with the Intranet, Internet, and District sites.	State	Unclear (most applications assumed to be required by audit and accounting functions such as ORS Sections 327.137, 327.141, 327.511, 329.498, OAR 581-015-2010, but not clear why/how OAIS obtains all)	GF	Medium	State administrative rule change, potentially state legislative change	Partial- Goal 1, Objective 4; Partial- Goal 3, Objectives 1-3		Look for opportunities to eliminate duplicative or obsolete activities or collapse parallel efforts. Consider whether another entity could provide some of these services. Examine relationship between District suppliers of raw data and OAIS. Traditionally Districts have been held to no standards for data timing and accuracy while OAIS is held responsible for accuracy of final reports based on that data.
OAIS	Data Collection and Reporting	Federal Reporting	Work with all ODE department data owners to provide oversight, development, and maintenance for 109 federal reports	State; Federal	ESEA/NCLB, other Federal statutes	GF	Medium	Federal policy change/ waiver, state policy change	No	The number of reports and the use of OAIS as a single source for all of them may or may not make sense	Review federal reporting requirements; determine which offices collect what data and how it is used; determine whether/if duplication exists; consider eliminating or merging duplicative or unnecessary functions
OAIS	Internal Agency Support	Edupoint Synergy Student Information	Edupoint student information system implementation and support for the Oregon School for the Deaf and Youth Correction and Juvenile Delinquent Education Programs	State	Internal Policy	GF	High	Policy Change	No		Review functional use of Edupoint; determine whether an alternative/duplicative function exists; consider eliminating this function. Consider contracting out
OAIS	Data Collection and Reporting/ Customer Service	Student Record Exchange	Provide student record exchange through the Oregon Student-record Transfer Exchange program to any Oregon school district	State		GF	High	State Policy Change	Partial- Goal 3, Objective 3	Technically, this is a district function related to students transferring schools that ODE has taken on some responsibility for.	Shift work to districts
OFA	Internal Agency Support	Procurement Services	Contract bids, construction quotes, supply ordering, development and execution of contracts from inception through closure	State		GF	High	State administrative rules change	Partial- Goal 5, Objective 3 ODE is currently doing these activities, but is ODE doing them in a way that aligns with Goal 5?		Conduct internal review; determine core functions necessary to achieve ODE goals; consider eliminating duplicative, obsolete, or unnecessary functions. Make explicit decisions about centralized vs. decentralized work and eliminate duplication of effort by OFA and ODE Units

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues	Recommendation
OFA	Internal Agency Support	Vehicles	Fleet Vehicle Oversight	State	OAR 581-023-0040, 581-053-002 to 581-053-0640	GF	High	State administrative rules change	Partial- Goal 5, Objective 3 ODE is currently doing these activities, but is ODE doing them in a way that aligns with Goal 5?		Consider contracting with the Department of Administrative Services for fleet vehicles.
OFA	Internal Agency Support	Employee Services	Human resources, facilities, payroll, safety, mail services facilities, background checks and criminal history checks, business continuity plan, affirmative action plan, athlete agent program	State		GF	High	State administrative rules change	Partial- Goal 5, Objective 1 ODE is currently doing these activities, but is ODE doing them in a way that aligns with Goal 5?		Determine <i>how</i> ODE wants to achieve Goal 4, conduct internal review to determine what must change, develop plan and relay expectations to staff; set performance measures. Make explicit decisions about centralized vs. decentralized work and eliminate duplication of effort by OFA and ODE Units
OFA	Internal Agency Support	Accounting Services	Standard financial services, accounts payable/receivable cash flow analysis, monthly financial reporting; coordinate annual audits by the Secretary of State	State	OAR 581-023-0035	GF	High	State administrative rules change	Partial- Goal 5, Objective 3 ODE is currently doing these activities, but is ODE doing them in a way that aligns with Goal 5?		Determine <i>how</i> ODE wants to achieve Goal 5, conduct internal review to determine what must change, develop plan and relay expectations to staff; set performance measures. Make explicit decisions about centralized vs. decentralized work and eliminate duplication of effort by OFA and ODE Units
OFA	Fiscal Support for Programs	Regional Programs, Long-term Care and Treatment, Youth Corrections, Hospital Education	Fiscal support for state administered programs	State	OAR	GF	High	State administrative rules change	No Could be tied to Goal 1, Objective 3		Make explicit decisions about centralized vs. decentralized work and eliminate duplication of effort by OFA and ODE Units
SLP	State Operated and/or Administered Programs	Statewide Initiatives	Various discrete projects, mainly addressing behavioral and special education issues (Oregon Response to Intervention Project, Oregon Regional Program Autism Training Sites, the Scaling Up Evidence Based Practices project, etc.)	State		GF	Medium	State legislative change, state administrative rule change	Partial- Goal 1, Objective 4; Partial- Goal 2, Objective 2		Conduct internal review; determine level of effort required and outcome expected for these initiatives; determine how/whether they align with Strategic Plan; consider legislative and/or rule changes to eliminate initiatives that do not support ODE's goals.

Office	Function	Activity	Description	Authority	Source	Funding	Degree of Flexibility	Steps Required to Change	Aligned with Strategic Plan	Issues	Recommendation
SLP	State Operated and/or Administered Programs	Oregon School for the Deaf		State	ORS Sections 327.023, 346.010 through 346.092; OAR 581-016-0520 through 581-016-0880, along with all general ORS/OAR provisions for schools and special education not inconsistent with specific provisions.	GF, FF	Medium	State legislative change, state administrative rules change	Partial- Goal 1, Objective 3		Consider whether local districts can educate these students and consider closing this school
SLP	State Operated and/or Administered Programs; Fiscal Support for Programs	Interagency Educational Services	Hospital, Long Term Care, Youth Correctional/Juvenile Detention Education Services, Regional Low Incidence Disabilities programs	State	ORS 327.023, 339.129, 343.261, 343.961; OAR 581-015-2540 through 581-015-2565, 581-015-2570 through 581-015-2574, 581-015-2575, 581-015-2580, 581-015-2585, 581-015-2595, 581-015-2605, 581-015-2610, 581-015-2700 through 581-015-2910, 581-022-0610, 581-023-0022	GF	Medium	State legislative change, state administrative rules change	Partial- Goal 1, Objectives 3 and 4		Make explicit decisions about centralized vs. decentralized work and eliminate duplication of effort by OFA and ODE Units

Appendix D - Management Tools

SWOT Analysis

There are several ways to conduct a SWOC analysis but the most important factor is that it is done in a group setting and contains ample time for brainstorming, discussion, analysis, questions and comparison.

One way to ensure that it is a participatory process is to use a method similar to this one:

1. Select a facilitator
2. Focus on a single category (SWO or T). It is best to begin with the external environment. The entire process will be repeated for the remaining categories
3. Have participants silently brainstorm as many ideas as possible in 10 minutes
4. Have each person choose 5-7 of their ideas and write them on individual sticky-notes
5. Put participants in groups of 3-4 and have them write up their top 10 S/W/O/or Ts
6. Have each group share their findings with the larger group
7. Once all groups have presented, discuss, as one big group, the results
8. Discuss themes, comparisons, contradictions, linkages etc.
9. Distribute 10 colored dots to all participants and have each person put one dot next to the most important ideas
10. The clusters of dots will usually show the opinion of the group. Ask for group consensus on the top 7-10 S/W/O/ or Ts facing the organization
11. Collect all cards and type notes that include ideas from all the cards
12. Distribute notes to group participants

Organizational Responsibility Chart Example

A=Authorize E=Execute S=Support I=Inform	Deputy Superintendent	Assistant Superintendents	Managers	Staff	Districts
Activity 1	I	A/E	E	E	I
Activity 2	A	S	E	E	I
Activity 3	I	A	I/S	I	E

Action Research Template

After each stage of the change process, the organization should offer the opportunity for affected participants to reflect on and offer input into the process. That data should be fed back into the system and incorporated into the following phases.

