



Oregon Quality Education Commission

Update

October 12, 2022

Today...

- ODE LCs and POPs
- Gubernatorial Transition

Agency POPs and LCs Prepared for the 2023 Legislative Session



Today...

- How ODE developed the POPs & LCs
- ODE POP & LC strategy
- Outline of LCs developed for the 2023 Legislative Session
- Outline of POPs included in the Agency Request Budget (ARB)
- Next steps

Terms

- **LC** = Legislative Concept to be introduced as a bill in the 2023 Legislative Session.
- **POP** = Policy Option Package, a funding request offered for inclusion in the GRB and introduced to the 2023 Legislative Session.
- **ARB** = Agency Request Budget, includes CSL to maintain current programs and POPs for new programs or temporarily funded programs.
- **GRB** = Governor's Recommended Budget, outlines how ORegon's next Governor wants to invest funds.
- **CSL** = Current Service Level, the roll-up costs to maintain current programs.



How ODE Developed the POPs & LCs

Who We Serve

560,907 Students

More than 200 languages spoken

75,807 Educators
Staff of Color

- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants

197 Districts

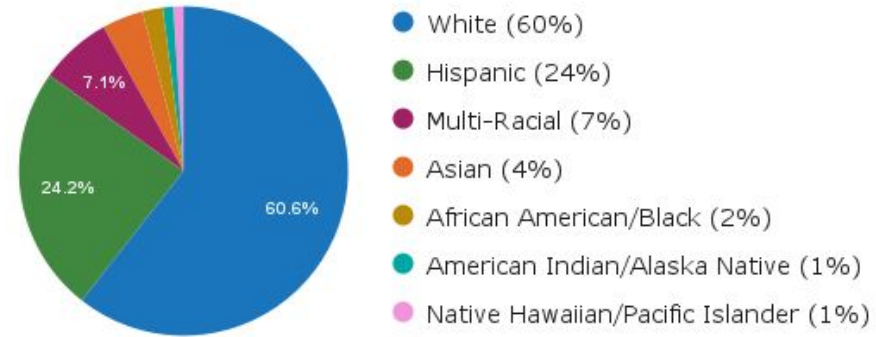
1,257 Schools

133 Charter Schools

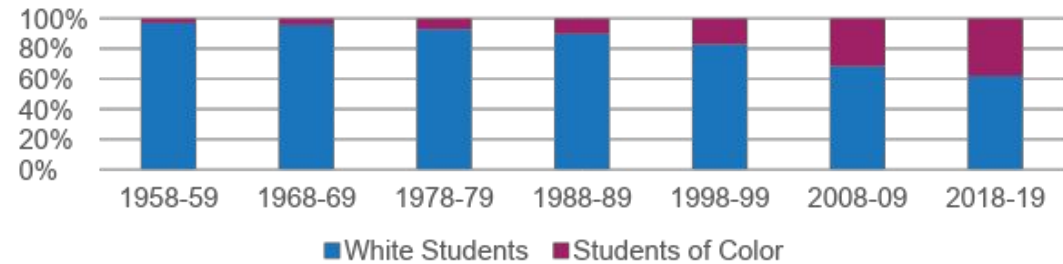
19 Education Service Districts

Student Diversity

- Economically Disadvantaged: 53%
- Ever English Learners: 18%
- Homeless: 3%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 11%
- Students with Disabilities: 15%



Rapidly Diversifying Population



ODE Education Equity Stance

ODE is committed to the anti-racist and 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.

ODE Equity Strategic Plan: *Institutionalizing an Antiracist Stance In Policy Making*

Antiracist

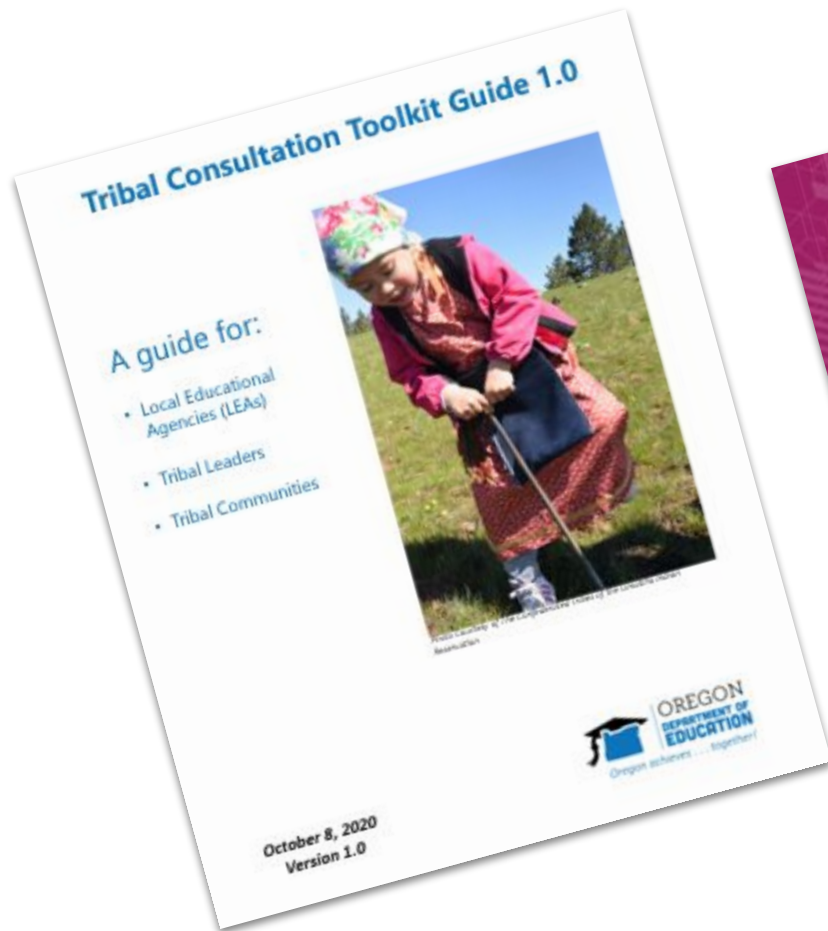
One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

Antiracist Policy

An antiracist policy is any measure that produces or sustains racial equity between racial groups.

Policy: Written and unwritten law, rules, procedures, processes, regulations, and guidelines that govern people.

Community Engagement



Institutionalizing Engagement as a Priority



OREGON DEPARTMENT OF EDUCATION
Change schools. Together!

Centering Equity in Community Engagement

Background
 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 protected classes, students, and families including civil rights protected classes.

In alignment with our Strategic Plan vision, ODE's community engagement efforts uses a framework designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

Strategic Plan Vision
 The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill and capacity throughout the agency and working Gov-to-Gov to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.

Policy Option Package (POP) Budget Development Form
 Includes community engagement and equity impact analysis

Legislative Concept Form
 Checks alignment with ODE Equity Strategic Plan, Determines if historically underserved tribes are impacted, Requires equity impact analysis for historically underserved populations, Ensures prior engagement w/ impacted partners & historically underserved groups

Bill Analysis Form
 Requires equity impact analysis for historically underserved populations, Checks for unintended consequences, Analyzes how opportunity gap will be decreased, Checks w/ OE, OEDL, & other offices for broader impacts

Testimony Template
 Describes to legislators how historically underserved populations will be impacted, Elevates any agency concerns

ODE/SBE Rules Advisory Committee Docket
 Discusses engagement w/ Office of Indian Education, Provides information or consultations with external groups and feedback received, Shares any public comments received, Conducts equity impact analysis & checks alignment with ODE Equity Strategic Plan

ODE Rules/Informational Docket for State Board of Education
 Shares stakeholder voice & input from individuals & groups, Describes engagement process conducted, Determines who may be impacted & if voices were missing from process, Conducts equity impact analysis

State Board of Education Equity Analysis/Equity Decision Tool
 Determines if decision will ignore or worsen disparities, Analyzes barrier to more equitable outcomes, Describes intentional involvement of stakeholders from impacted communities, Checks for policy modifications to address needs of historically underserved communities

ODE is host to approximately 80 state boards, commissions, councils, and advisory groups where similar equity impact analysis and community engagement processes are exercised to further community input on policy and budget decisions. Among these are several affinity-based student success advisory councils, committees, and groups that ODE engages with to ideate, refine, and analyze policy, budget, and program efforts. Those groups include:

- The Government to Government Education Cluster
- The American Indian/Alaska Native Advisory Committee
- The State Advisory Council for Special Education
- The African American/Black Student Success Advisory Group
- The Latino, Latina, Latinx and Indigenous Peoples Student Success Advisory Group
- The English Learners Advisory Group
- The LGBTQ2SIA+ Student Success Advisory Group
- The State Interagency Coordinating Council for Children Who Experience Disabilities



ODE POP & LC Strategy

Gubernatorial Transition Timeline

- **May 17** - Oregon Primary Election
 - [Christine Drazan](#)
 - [Betsy Johnson](#)
 - [Tina Kotek](#)
- **June** - Governor's Transition Committee begins meeting monthly
 - Committee includes Governor's Staff and DAS Leadership
- **September** - Governor's Transition Committee begins meeting bi-weekly/weekly
- **November 8** - General Election
 - Governor's Transition Committee will immediately begin working with the new administration
- **January 9** - Last day of Gov. Brown term, first day of new administration
- **February 1** - New administration publishes the Governor's Recommended Budget

POP & LC Process

Most of the POP process is the same. Key changes include:

- A shift in who creates the Governor's Recommended Budget (GRB) and the timeline.
 - Gov. Brown will not create a GRB.
 - We will work with Gov. Brown and the next administration's transition team to promote ODE POPs for possible inclusion in the GRB.
 - The GRB will be published by 2-1-23, instead of the traditional 12-1-22 date.

Similarly the LC process is mostly the same. Key changes include:

- The next administration will determine which, if any, of ODE's proposed LCs will be introduced to the Legislature in 2023.
- The next administration will also determine which bills ODE will advocate for, oppose, or remain neutral on. ODE will always only provide factual information to the Oregon Legislature regarding pending legislation.

ODE POP & LC Strategy

- **Refine:** Continue to refine the POPs and LCs through engagement and application of the ODE Equity Tool.
- **Align:** Track education goals of gubernatorial candidates and match POPs and LCs where applicable.
- **Prioritize:** After the election, prioritize based on community engagement and the Governor's education goals.
- **Prepare:** Explain and advocate for POPs and LCs and their rationale to the Governor's transition team for possible inclusion in her Governor's Recommended Budget (GRB) to be released by February 1, 2023 and introduction to the 2023 Legislature.



Outline of LCs Developed for the 2023 Legislative Session

ODE's LCs for the 2023 Legislative Session

Moving Equity Forward

- LC 451: Pacific Islander / Native Hawaiian Student Success Plan
 - Codifying plan after position was funded in 2022 Session.
- LC 454: Refugee & Immigrant Student Success Plan
 - Supporting students in starting and transitioning successfully, graduating on track and on time, and providing appropriate resources and supports to successfully launch into college or career.

ODE's LCs for the 2023 Legislative Session

Moving Equity Forward

- **LC 439: School Based Mental Health Infrastructure**
 - Providing phased in Grant-In-Aid to hire Community Care Specialists in schools to strengthen mental health infrastructure.
- **LC 442: Definition of Consent for School Policies**
 - Aligning the definitions of consent in required health curriculum with sexual harassment policies, resulting in a more consistent behavioral and disciplinary process.
- **LC 443: District Appointed Civil Rights Coordinator**
 - School districts would appoint at least one employee to be responsible for monitoring and coordinating the district's compliance with Oregon nondiscrimination in education and investigating complaints alleging discrimination on the basis of race, religion, color, national origin, sex, marital status, sexual orientation, gender identity, disability, and age.

ODE's LCs for the 2023 Legislative Session

Moving Equity Forward

- LC 445: Racial Equity & Youth Justice Collaborative - HB 4099 (2022)
 - Establishes Racial Equity and Justice Youth Collaborative. Prescribes membership and duties of collaborative. Directs Department of Education to establish work group to establish standards for selection process of members of collaborative.
- LC 459: Professional Development for Ethnic Studies and Holocaust/Genocide
 - To effectively implement new ethnic studies standards, high-quality professional development for teachers and administrators is needed. ODE and EAC are partnered to develop and provide professional learning supports for educators.

ODE's LCs for the 2023 Legislative Session

Good Governance

- LC 430: Technical Fix Bill
 - Makes changes to USDA Foods Program and other child nutrition related statutes to allow for cost coverage for programs and update outdated language.
 - Makes updates to the Speech Language Pathology Grant Program to clarify how the program should operate.
 - Makes improvements to the complaint and appeals process by giving ODE subpoena power where required to investigate, disallowing public disclosure of information pertaining to an ongoing investigation, and aligning statute with ODE definition of “discrimination” in rule.
 - Makes additional changes to SB 155 (2019) to clarify ODE’s role in the process.
 - Changes responsibility for the mobile safety grant over to ODE from ODOT.
 - Requires Education Services Districts receiving Student Education Initiatives Account to provide support for school districts, eligible charters, and YCEP / JDEP.
 - Moves media program standards to one place in statute.
 - Clarifies that districts can collaborate in resources and personnel for a thorough adoption process for instructional materials, while maintaining independent adoption.
 - Allows ESDs the statutory authority to issue high school diplomas to students enrolled in hospital education programs.
 - Direct Intensive Coaching program of the Student Investment Account to deliver report to Superintendent; this will resolve the issue of districts being discouraged from participating in the program.

ODE's LCs for the 2023 Legislative Session

Good Governance

- **LC 431: Grant Consolidation Work**
 - Update statute to have districts and eligible grantees reference Student Success Act Advisory plans as they develop their overall Student Investment Account (SIA) and other larger district strategic planning efforts; amend language in SIA application requirements to include recommendations of each dedicated Student Success Plan Advisory body
 - Change the SIA minimum funding floor for Youth Corrections Education Program / Juvenile Detention Education Program schools to align to the SIA minimum funding floor for school districts
 - Modify language of the Student Success Plans to allow more flexibility in how the funds may be utilized to meet the objectives of the plan – allowing for more flexibility in funding, including contracts in addition to grants for eligible recipients
 - Consolidate existing legislation on accelerated learning programs into a single statute that clarifies legislative intent and specifically names equity as a goal, aligning with SSA and HSS

ODE's LCs for the 2023 Legislative Session

Good Governance

- LC 463: High School Success Changes
 - Revises High School Success (a program initiated by Measure 98) to improve alignment with other statewide education initiatives and deepen equity within HSS.
- LC 436: Supporting Districts with School Safety & Emergency Management
 - Repurpose the remaining funding for the facilities grant to continue support for district school safety & emergency management plans.
- LC 465: Secretary of State Systemic Risk Report Response
 - Response identifying necessary legislative changes by the SoS / ODE.



Outline of POPs Developed for the 2023 Legislative Session

ODE's POPs for the GRB

Moving Equity Forward

- **POP 101: Statewide Education Initiatives Account (SEIA) Programs**
 - This POP proposes to use resources from the SEIA to establish or increase grant funding for student success plans, enhance grant management support for the success plans, implement data justice efforts, support more equitable access to Student Success Act (SSA) programs for students attending public charter schools, and to preserve SSA project management capacity.
 - Strategy 1 – Investment of \$0.3 million for 1 position/1.00 FTE to continue support for project management increases
 - Strategy 2 – Investment of \$0.4 million for 2 positions/1.75 FTE to refine student data collections relating to race and ethnicity
 - Strategy 3 – Investment of \$0.5 million for 2 positions/1.83 FTE to fund support and accountability for Public Charter School Initiatives
 - Strategy 4 – Investment of \$0.5 million for 1 position/0.92 FTE and Temporary Services to provide grant management oversight, support, and accountability to all Student Success Plans housed within the Office of Equity, Diversity, and Inclusion (OEDI).
 - Strategy 5 – Investment of \$18.9 million for 3 positions/2.76 FTE and \$18 million in Grant-in-Aid increases for Latino/a/x, African American/Black, and LGBTQ2SIA+, student success plans, and new investment for Native Hawaiian/Pacific Islander students to support historically and currently underserved students within Oregon's education system.

ODE's POPs for the GRB

Moving Equity Forward

- **POP 102: Strengthening Health and Mental Health in Education Systems**
 - This POP will equip ODE to improve education and health/mental health outcomes by creating capacity across Oregon's public K-12 education institutions to build and sustain an education system that: (1) Recognizes and responds to the lived experience of students and families as Oregon sustains the broad impacts of the pandemic and the state's response to the pandemic. (2) Centers equity and antiracist practice to foster healthy and inclusive learning environments where students, staff, and families find meaning, purpose, and connection – to learn and thrive. (3) Builds robust partnerships in alignment with those of other community-serving agencies and organizations at the state and local levels
 - Strategy 1 - Investment of \$677,354 (2.40 FTE) to make permanent agency leadership and staffing to align practices and systems across youth serving agencies to improve the education system's ability to uplift community strengths and remove system barriers.
 - Strategy 2 – Investment of \$677,354 (2.40 FTE) to identify, respond to, and to be accountable for meaningfully responding to the impacts of COVID-19 on students, staff, and education systems.
 - Strategy 3 – Investment of \$1,474,992 (3.75 FTE) to implement system-wide systems change initiatives identified and defined through community-driven data analysis/community partnership, co-implementing with Oregon Health Authority (OHA) under the Memorandum Of Understanding (MOU) and in alignment with the Oregon Department of Human Services (ODHS) if the partnership is built. This Strategy also includes \$501,264 in contracts to the University of Oregon and four school districts.

ODE's POPs for the GRB

Moving Equity Forward

- **POP 103: Student Learning, Standards, and Instruction Support**
 - This POP requests investment in existing and additional positions to support programs in the Office of Teaching, Learning, and Assessment, including support for redesign of the Kindergarten Assessment
 - Strategy 1 – ESSER Extension to Redesign Kindergarten Assessment (KA). A) Support district contract extensions for all Kindergarten teachers or substitute teacher pay to support the redesigned Kindergarten Assessment implementation. B) Support ongoing development of the KA, including constructs that will be defined by Oregon communities.
 - Strategy 2 – Investment to support implementation of Social Emotional Learning Standards (SEL), including staffing to support SEL standards professional learning and funding to support teachers with SEL instructional strategies, tools, and curriculum materials.
 - Strategy 3 – Investment to support the Instructional Materials review and adoption process, including 1 position and reclass of another existing position.
 - Strategy 4 – Investment to establish an Ethnic Studies Team, including limited-duration staff and funding to contract with professional development providers, develop materials and digital modules, and reimburse teachers for costs associated with professional development for Ethnic Studies.
 - Strategy 5 – Fund shift position for Math/Science Specialist, position 0000058
 - Strategy 6 – Investment to establish Multilingual/Migrant Education Team. Statewide leadership to leverage the strengths of multilingual students and support their academic and social well-being. Requests permanent funding and position authority for 7 full time positions to build a multilingual and migrant education team.
 - Strategy 7 – Establish Well-Rounded Courses Position Continuation

ODE's POPs for the GRB

Moving Equity Forward

- **POP 104: GEER Technical Assistance & CTE Enhancement Continuation**
 - This POP continues access and support for regional CTE support and support for small and rural school districts.
 - Strategy 1 – Investment of \$2.5 million for Regional CTE Leadership Support: Funding to support the augmentation and stabilization of Educational Service Districts (ESD) Regional Career Technical Education (CTE) leaders to implement, integrate, and align quality CTE programs. Also a request of General Fund to allow ODE to hire periodic temporary field experts to assist with connection and coordination of the CTE regional leaders.
 - Strategy 2 – Support for Rural and Small School Districts. Sustain ODE staff position and grant-in-aid funding for ESD's to support rural and small districts beyond one-time federal funding streams. Currently, support for rural and small districts is provided through GEER funds, which are available through September 30, 2024. This POP seeks to sustain that financial support, by using state funding to continue needed assistance for rural and small districts once the federal funding concludes.

ODE's POPs for the GRB

Moving Equity Forward

- **POP 105: Enhancing Support for Children with Disabilities**

- This POP requests additional funding and support for the Office of Enhancing Student Services (OESO) for education to special needs populations.
 - Strategy 1 – Investment of \$0.3 million for 1 Position/0.92 FTE for the Office of Enhancing Student Opportunities (OESO) Infrastructure
 - Strategy 2 – Investment of \$0.9 million for 4 Positions/3.68 FTE to support fiscal management and resource allocation of IDEA funding
 - Strategy 3 – Investment of \$0.4 million for 1 Position/0.92 FTE to create a new unit that houses special services which includes a Director of Special Programs
 - Strategy 4 – Investment of \$0.3 million for 1 Position/0.92 FTE to support Inclusive Services Staffing Capacity
 - Strategy 5 – Investment of \$23.7 million for Regional Inclusive Services Program Enhancement
 - Strategy 6 – Investment of \$21.6 million for EI/ECSE Program Enhancement

ODE's POPs for the GRB

Moving Equity Forward | Good Governance

- **POP 106: State School Fund and High School Success (Measure 98) Adjustment**
 - This POP identifies various strategies in the School State Fund (SSF) to address concerns with how the SSF Current Service Level (CSL) is calculated, and also identify needs and anticipated costs for K-12 education in response to the mid and post-pandemic crisis.
 - Strategy 1 – Investment of \$644 million General Fund for the State School Fund for distributions to ESDs and school districts in Oregon to support the costs of education children in the K-12 public school system;
 - Strategy 2 – Investment of \$21.5 million for the High School Success program (Measure 98, 2016) which is historically funded at the same rate of growth as the State School Fund current service level (\$12.1 million GF/\$9.4 million OF)
 - Strategy 3 – Review key policies and practices in the State School Fund Current Service Level calculation that do not consider all available data and consequences to funding Oregon's schools, in this biennium alone reducing the calculation by more than \$700 million.

ODE's POPs for the GRB

Moving Equity Forward | Good Governance

- **POP 107: OSD Deferred Maintenance, OSCIM Grants, & Connecting Oregon Schools Continuation**
 - This POP will provide funding for the Oregon School for the Deaf (OSD) deferred maintenance, the Oregon School Capital Improvement Matching (OSCIM) Program grants, and the Connecting Oregon Schools continuation.
 - Strategy 1 – An investment of \$160 million in State General Obligation Bond funding for Oregon School Capital Improvement Matching (OSCIM) Bond Request and \$225 million in carryover from 2019-21 and 2021-23 bond sales
 - Strategy 2 – An investment of \$4.5 million in bond funds and \$100,000 in General Fund for OSD Capital Improvements
 - Strategy 3 – Carryover limitation of \$17.5 million for fully utilizing the state match grant program allowing schools to maximize federal monetary contribution for the Connecting Oregon Schools Fund.

ODE's POPs for the GRB

Good Governance

- **POP 108: Ensuring Student Safety**

- This POP is an investment of \$6.0 million and 17 positions (14.91 FTE) for staffing capacity in the areas of bus safety, compliance, and accountability; growing workload of the Complaints and Investigations Units, including sexual misconduct complaints and appeals cases; increasing workload in the Government & Legal Affairs and Government Relations teams; and establishment of the School Safety and Emergency Management (SSEM) program to continue the work started with the Federal Grants to States for Emergency Management (GSEM) program.
 - Strategy 1 – Investment of \$0.4 million for 2 positions/1.92 FTE for the purpose of ensuring ongoing support of delivering outstanding customer service to transportation operations and their support staff and to ensure compliance and accountability of such operations.
 - Strategy 2 – Investment of \$0.4 million for 2 positions/1.79 FTE for the purpose of continuing current limited duration positions to enable the Government and Legal Affairs and Government Relations teams to manage a growing workload.
 - Strategy 3 – Investment of \$1.0 million for 5 positions/4.60 FTE for the purposes of ensuring that the Oregon Department of Education (ODE) can meet its statutory responsibilities in ORS 339.370 through ORS 339.400 to ensure student safety by investigating reports of sexual conduct and providing timely and accurate verification information to education providers.
 - Strategy 4 – Investment of \$1.1 million for 6 positions/4.68 FTE for the purposes of continuing current limited-duration positions and building capacity to enable the Oregon Department of Education to manage its growing body of Complaints and Appeals work.
 - Strategy 5 – Repurposing a current \$3.0 million carve-out from the State School Fund's Facility Grant for the School Safety and Emergency Management (SSEM) Program that would include establishing a current Limited Duration Program Analyst 4 position as permanent, full-time; establishing 1 permanent, full-time Program Analyst 3 position; and, providing funding for Grant-in-Aid to up to 6 ESDs to provide regional support and technical assistance to school districts.

ODE's POPs for the GRB

Good Governance

- **POP 109: EGMS, SSF Replacement, and Staffing**
 - This POP proposes ongoing costs needed for the replacement of the State School Fund's distribution system, the department's electronic grants management system (EGMS), as well as staffing capacity for business continuity in the School Finance Unit. In addition, the package requests staffing for web accessibility, required as part of IDEA accessibility of students/families who may not be able to read standard web pages.
 - Strategy 1 – Investment of \$0.7 million for 3 positions/2.88 FTE for the purpose of continuing the remediation of all public web pages to WCAG 2.0 AA standards, creating the ongoing culture of Accessibility at ODE, continuing the longstanding work of making files accessible, and continuing the management of Oregon's state match for E-Rate special construction projects enabling our most remote schools to connect to the internet at an adequate level.
 - Strategy 2 – Investment of \$0.9 million to continue the purchase and implementation of a new grants management system to replace ODE's Electronic Grants Management System (EGMS), which is based on outdated technology which is no longer supported.
 - Strategy 3 – Investment of \$1.3 million for 5 positions/4.92 FTE for the State School Fund System Replacement and capacity staffing for continuity of expertise as staff with historical background and knowledge age towards retirement.

ODE's POPs for the GRB

Good Governance

- **POP 110: ODE Capacity for Effective Leadership and Change Management**
 - This POP would fund a suite of proposals to enhance ODE's ability to navigate the challenges of changing dynamics, including pandemic recovery and virtual work, the growth of the agency, and the departure of experienced agency leaders. This includes new professionals to address a gap in information technology services and support remote work, **staffing for the Quality Education Commission**, new positions to facilitate change management system-wide, and ensuring all public meetings facilitated by the agency are inclusive and accessible.
 - **Strategy 1** – Investment of \$0.4 million for 2 Positions/1.75 FTE for Quality Education Commission Capacity Building
 - **Strategy 2** – Investment of \$1.2 million for 5 Position/4.68 FTE for OFIT Support of Change Management (POET)
 - **Strategy 3** – Investment of \$0.8 million for 4 Positions/3.84 FTE for HR capacity
 - **Strategy 4** – Investment of \$0.5 million for 2 Positions/1.88 FTE for Budget Policy Analysts
 - **Strategy 5** – Investment of \$0.5 million for 2 Position/1.88 FTE for OFIT IT Service Gap
 - **Strategy 6** – Investment of \$0.3 million for 1 position/1.00 FTE for Office of School Facilities Director
 - **Strategy 7** – Investment of \$0.3 million for 1 position/1.00 FTE for Comptroller position in Financial Services

ODE's POPs for the GRB

Good Governance

- **POP 111: Technical and Programmatic Adjustments**

- This POP provides technical adjustments to ODE's Budget.
 - Strategy 1 – Investment of \$0.3 million and 1 position/1.00 FTE to permanently fund and grant authority for a current limited duration Digital Learning Program Specialist on the Digital Learning and Well-Rounded Course Access team.
 - Strategy 2 – A request of extension of the existing (4) limited duration positions and associated federal funding limitations of the Well-Rounded Access Program (WRAP) grant.(\$1.1 million FF)
 - Strategy 3 – Fund the full suite of resources made available by the Smarter Balanced Assessment Consortium, including federally-required summative assessments - \$550,000; and fund the provision of federally-required ELPA assessments - \$650,000.
 - Strategy 4 – Funding Adjustment to Stabilize Higher Education Coordinating Commission (HECC) Perkins Partnership.
 - Strategy 5 – Setting Accurate Limitation for HSS Implementation.
 - Strategy 6 – Establish extended limited duration roles for Integrated Guidance Implementation.
 - Strategy 7 – Authority to Extend Limited Duration ESSER Positions currently unbudgeted in the 2021-23 biennium, but necessary to fulfill the work of ESSER programs.
 - Strategy 8 – OIE Support Position.
 - Strategy 9 – Investment of \$0.2 million and 1 position/0.92 FTE for Data Access and Governance
 - Strategy 10 – Investment of \$6.5 million General Fund to backfill lost federal indirect revenues with the exit of the Early Learning Division from ODE into the new Department of Early Learning and Care (DELIC).

ODE's POPs for the GRB

Good Governance

- **POP 112: Position Cleanup**

- This POP makes adjustments between Personal Services & Services & Supplies to cleanup position changes during the 2021-23 biennium that are funded internally. The overall cost of the proposed changes in this package is a net wash, as funding is simply shifted between budget categories for Personal Services & Services & Supplies to provide transparency on how funding is utilized within the department's budget.



Next Steps

Next Steps...

- Continue Engagement and Refinement of POPs and LCs.
- Communicate POPs and LCs with Legislators, Community, and Partners.
- Prepare to meet with Oregon's next Governor's Transition Team to share ideas and receive direction.
- Communicate which current POPs and LCs will move forward along with the next Governor's education priorities for the 2023 Legislative Session.



Gubernatorial Transition

Gubernatorial Transition

- Gubernatorial Transition Impacts on ODE/SBE
- ODE/SBE Preparation for the Gubernatorial Transition
- ODE/SBE and the Gubernatorial Campaigns

Gubernatorial Transition Timeline

- **May 17** - Oregon Primary Election
 - [Christine Drazan](#)
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- **June** - Governor's Transition Committee begins meeting monthly
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 - Governor's Transition Committee will immediately begin working with the new administration
- **January 9** - Last day of Gov. Brown term, first day of new administration
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Governor's Transition Committee Goals

- To ensure a non-partisan transition process;
- To set up the new administration for success;
- To support agency and Governor's Office staff in a calm and orderly process;
- To not create unnecessary work of duplicative processes;
- To communicate information early, often, and clearly.

Gubernatorial Transition Impacts on ODE/SBE

- Benefits of a bureaucracy
- Agency Recommended Budget (ARB) and Policy Option Package (POP) development
- Legislative Concept (LC) process
- Internal policies and anti-racist/equity strategic plan
- Leadership transition

Benefits of a Bureaucracy

Definition:

- Administration of a government chiefly through bureaus or departments staffed with nonelected officials.
- Structure and regulations in place to control activity. Usually in large organizations and government operations.

ARB and POP Development

Most of the process is the same. Key changes include:

- A shift in who creates the Governor's Recommended Budget (GRB) and the timeline.
 - Gov. Brown will not create a GRB.
 - We will work with Gov. Brown and the next administration's transition team to promote ODE POPs for possible inclusion.
 - The GRB will be published by 2-1-23, instead of the traditional 12-1-22 date.

LC Process

Similarly the LC process is mostly the same. Key changes include:

- The next administration will determine which, if any, of ODE's proposed LCs will be introduced to the Legislature in 2023.
- The next administration will also determine which bills ODE will advocate for, oppose, or remain neutral on. ODE will always only provide factual information to the Oregon Legislature regarding pending legislation.

Internal policies and Equity Strategic Plan

- ODE has worked hard to recognize and begin to address racism and other institutionalized inequities in its policy, procedures, allocations, and other efforts.
- These efforts will continue through internal policy and State Board created OARs.
- The agency strategic plan may change with leadership changes, however much of the equity strategic plan is now built into internal policy or OAR.

ODE Leadership Transition

- ORS 326.300 (1) As provided by section 1, Article VIII of the Oregon Constitution, **the Governor is the Superintendent of Public Instruction.**
- ORS 326.300 (2) (a) **The Governor**, acting as Superintendent of Public Instruction, **shall appoint a Deputy Superintendent of Public Instruction.** The deputy superintendent must have at least five years of experience in the administration of an elementary school or a secondary school. The appointment of the deputy superintendent shall be subject to confirmation by the Senate as provided by ORS 171.562.
- ORS 326.300 (2) (b) The deputy superintendent shall perform any act or duty of the office of Superintendent of Public Instruction that is designated by the Governor, and **the Governor is responsible for any acts of the deputy superintendent.**
- ORS 326.300 (3) The deputy superintendent may be removed from office by the Governor following consultation with the State Board of Education.

QEC Membership

- 327.500 (1) There is established a Quality Education Commission consisting of 11 members appointed by the Governor. The Governor may not appoint more than five members of the commission who are employed by a school district at the time of appointment.
- 327.500 (2) The term of office of each member is four years, but a member serves at the pleasure of the Governor. Before the expiration of the term of a member, the Governor shall appoint a successor whose term begins on August 1 next following. A member is eligible for reappointment. If there is a vacancy for any cause, the Governor shall make an appointment to become immediately effective for the remainder of the unexpired term.
- 327.500 (3) The appointment of members of the commission is subject to confirmation by the Senate in the manner prescribed in ORS 171.562 and 171.565.

ODE Preparation for the Gubernatorial Transition

- LC and POP Strategy
- Internal policies and Antiracist/Equity Strategic Plan
- Leadership Transition

ODE LC & POP Strategy

- **Refine:** Continue to refine the POPs through engagement and application of the Equity Tool.
- **Align:** Track education goals of gubernatorial candidates and match POPs where applicable.
- **Prioritize:** After the election prioritize based on community engagement and the Governor's education goals.
- **Prepare:** Ready to explain LCs and POPs and their rationale to the Governor's transition team for possible inclusion in her Governor's Recommended Budget (GRB) to be released by February 1, 2023 and for introduction to the 2023 Legislature.

Internal policies and Equity Strategic Plan

- ETeam and the Director's Office continue to update internal policy which can assist in preparation for any potential change in agency leadership. This will assist new leadership in their focus on supporting students and staff in Oregon's schools and meeting the goals of our next Governor.
- The State Board of Education continues to consider new OARs in support of all students and staff in Oregon.

Leadership Transition

ODE Leadership is developing briefing materials for possible transition:

- An ODE informational slide deck/guide/packet for next Governor or her transition team
- Similar briefing materials for any potential incoming director
- ODE has worked intentionally to employ a shared leadership model through ETeam. ETeam leaders are extremely knowledgeable about all agency matters and have been a part of determining agency direction on nearly all matters. While this may not be the approach of the next agency director, all or nearly all the ETeam Leadership will be in place to inform and support the director and the agency during a possible transition.

ODE and the Gubernatorial Campaigns

- Education is a critical issue for Oregon voters. Each candidate will address education in their own way with their own ideas for supporting Oregon's students.
- Upcoming ODE releases that may be discussed by candidates or by media in relation to the campaigns.
- Public employees and political campaigns.
- Selfcare and supporting a successful transition.

Current campaign statements on education

Each of the campaigns has information about the candidate's vision for education:

- <https://www.christinefororegon.com/issues/>
- <https://www.runbetsyrun.com/>
- <https://www.tinafororegon.com/priorities/>

Upcoming ODE Releases

- Joint statement with OSAA, OSBA and other organizations on committing to proactive measures to end harassment and bullying at student activities and athletics
- Message to schools on preparing for implementation of menstrual dignity act
- Care and Connection Program/School Safety/COVID-19 Mitigation - Back to School message - OpEd
- Reminders on School/District communicable disease/COVID-19 plans
- SB 744 diploma requirements recommendations
- HB 2166, Social Emotional Learning recommendations
- Statewide summative assessment results
- Sexuality education requirements to school/district leaders
- Secretary of State will release a High School Success Audit
- School At-A-Glance reports with statewide data on regular attenders, ninth grade on track, and other data
- Math instructional materials presented to and adopted by State Board of Education
- Gender Inclusive Guidelines and potential State Board action
- State Board discussion of need for educator professional learning for successful implementation of Ethnic Studies Standards

Public Employees and Political Campaigns

- ODE, as an agency, will remain neutral.
- The State Board of Education and other Commissions, Councils, Committees, Advisory Groups, and other bodies ODE supports are likely to remain neutral. Although, individuals members, not speaking for the body, may support specific candidates and even campaign for them.
- The agency director will remain neutral.
- Individual public employees should be guided by [ORS 260.432](#).

Public Employees and Political Campaigns

From the [Secretary of State's ORS 260.432 Quick Reference Guide](#) on Restrictions on Political Campaigning for Public Employees:

- Generally, ORS 260.432 states that a public employee* may *not*, while on the job during working hours, promote or oppose election petitions, candidates, political committee or ballot measures.
- Additionally, no person (including elected officials) may require a public employee (at any time) to do so.
- Generally, public employees are not restricted from political activity while not on the job during working hours. It is advised that a salaried public employee keep records when appropriate in order to verify any such political activity that occurs while off duty.

**A "public employee" includes public officials who are not elected, whether they are paid or unpaid (including appointed boards and commissions).*



Discussion