



State of Oregon Position Description

Company: Oregon Department of Education
Organization: School Choice, Options & Recovery Education - ODE
Service Type: Representable Classified

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	C2301
Business Title:	Education Program Specialist 2 - SR33 - Exempt	Position ID:	000000164734
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	1437824
Location:	Salem ODE Public Service Building		
Supervisor:	Kate Pattison (Education Programs Manager 3)		
Position:	Education Program Specialist 2		
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Professional Employee Exemption		
Overtime Eligible:	No		
Employee Type:	Permanent		

SECTION 2. JOB DESCRIPTION SUMMARY

Describe the program in which this position exists. Include program purpose, who is affected, size, and scope. Include relationship to agency mission.

The Oregon Department of Education (ODE) oversees the education of students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) focuses on helping districts achieve both local and statewide goals and priorities through strategies such as: developing policies and standards, providing accurate and timely data to inform instruction, training teachers on how to use data effectively, effectively administering numerous state and federal grants; sharing and helping districts implement best practices. At the Oregon Department of Education, we are guided by the following values: integrity, accountability, excellence, and equity.

The position is situated within the School Choice, Options, and Recovery Education (SCORE) team which supports statewide implementation, oversight, and continuous improvement of educational programs that expand access to school choice and alternative pathways within Oregon's K-12 education system. The SCORE team administers and monitors programs including Charter Schools, Alternative Education Programs, Recovery Schools, Long-Term Care and Treatment (LTCT) programs, Juvenile Detention

Education Programs (JDEP), Youth Corrections Education Programs (YCEP), GED programs, Homeschooling, Hospital Programs, and Pediatric Nursing Services.

Section 2b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement: The primary purpose of this position is to:

The Recovery Schools Education Specialist serves as the Department's statewide subject matter expert and program lead for Recovery Schools education programming. The position develops, implements, and evaluates statewide strategies, guidance, policies, and best practices that support high-quality education programs aligned with State Board standards and agency objectives. The position provides technical assistance, consultation, and program oversight to Recovery Schools and partner agencies to strengthen instructional quality, student engagement, educational equity, and program effectiveness.

This position coordinates statewide efforts to ensure students enrolled in approved Recovery Schools have access to a free appropriate public education (FAPE) and appropriate special education services. Responsibilities include developing and maintaining collaborative relationships with school districts, Education Service Districts, and other education and community partners; coordinating interagency processes and agreements; interpreting and applying state and federal special education requirements; and supporting consistent implementation of services for students with disabilities across Recovery School settings.

SECTION 3. JOB DESCRIPTION

List the major duties of the position. State the percentage of time for each duty. Mark "N" for new duties, "R" for revised duties or "NC" for no change in duties. Indicate whether the duty is an "essential" (E) or "Non-Essential" (NE) function.

75% - R E - State Administration the Recovery Schools Program

- Coordinate the implementation of HB 2767 (2023) and the Recovery Schools program.
- Represent the Department on the Recovery Schools Advisory Committee and help maintain program standards for Recovery Schools.
- Conduct research and program analysis to maintain OARs for the implementation and funding of Recovery Schools.
- Facilitate community engagement processes with the Recovery Schools Advisory Committee, education partners, school districts, and other constituents to ensure guidance and OARs have broad support and will effectively support the approval process, start-up, operation, and ongoing quality of educational programs at Recovery Schools.
- Coordinate with team to develop RFPs, contracts, evaluation rubrics, public notices, and other materials necessary to successfully facilitate the Recovery Schools application process.
- Develop, plan, and lead trainings for the Recovery Schools application process, school start-up, ongoing operation, and school improvement.
- Make recommendations regarding the approval of new recovery schools.
- Research policy and best practices regionally and nationally to develop guidance and program manuals on the establishment, operation, and oversight of Recovery Schools.
- Coordinate special education services and oversight of all students with disabilities enrolled in Recovery Schools approved by the Department.
- Establish and manage contracts with Local Education Agencies and Education Service Districts for the provision of specially designed instruction, case management, and reporting.
- Compile, validate, and submit data collections related to Recovery Schools.
- Provide coaching and technical support the school leaders to ensure students with disabilities are served appropriately.
- Track, review, and analyze legislative concepts and bills. Prepare and present information to the legislature.
- Draft, edit, and prepare written, graphic, and video communications regarding Recovery Schools.

20% - R E - Monitoring and Evaluation of Recovery Schools

- Oversee educational program design to ensure approved Recovery Schools meet the minimum requirements for state and federal laws including special education regulations.
- Plan regular on-site visits and lead teams to evaluate and review compliance with applicable regulations, Recovery School standards, and alignment to the program design stated in the approved application.
- Maintain and improve Recovery School monitoring and evaluation tools based on research, national best practices, and feedback from the Recovery Schools Advisory Committee and approved recovery schools.
- Write program evaluation reports and analyze data related to Recovery School performance, student demographics, and financial operation.

- Analyze and evaluate budgets and financial operating reports to ensure approved schools are in compliance with state and federal regulations.
- Make recommendations regarding the performance of approved recovery schools.
- Draft legislative reports on Recovery Schools.

5% - R NE - Other duties as assigned

- Supports the functioning of the SCORE team and the Oregon Department of Education to increase equity, including, and results for students experiencing recovery from substance use disorder.
- Performs general office duties, such as participating in staff meetings and performing other work as assigned. May assist other programs on the team with on-site visits, program evaluation, legislation, and policies.

At All Times - N E - Demonstrate professionalism

- Consistently treats customers, stakeholders, partners, vendors and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity.
- Sets clear guidelines and models expected professional behaviors.

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

This position may be eligible for hybrid remote work, subject to manager approval, business needs, and completion of a remote work agreement in Workday. Employees must have a home workspace that meets all technology, security, and safety requirements, including protection of confidential information. Remote work requires use of agency-issued equipment, a secure internet connection, and VPN access. Staff must follow the DAS Remote Work policy, guidelines and applicable collective bargaining agreements. The official duty station is the Public Service Building in Salem, Oregon. Travel to this location may be required at the employee's expense.

This position works a professional work week, Monday through Friday. Some evening and/or weekend work may be required. Workload and priorities fluctuate and can involve highly complex, sensitive, and/or political issues. This position relies upon collaborative, productive, professional and respectful engagement with staff, colleagues, leadership, and subject matter experts within the Agency, across other state agencies, representatives of local government and/or governor's office, with key investment members, partners, and providers within Oregon communities, and others.

Frequent in-state travel may be necessary and require sitting/driving for extended periods of time.

SECTION 5. GUIDELINES

List any established guidelines used in the position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

Federal Regulations, Oregon Revised Statutes, Oregon Administrative Rules, state agency policies, and ODE procedures and guidance relevant and applicable to the Oregon Department of Education and general state employee expectations and conduct. Grant awards and Contract Agreements, Attorney General's Guide for Public Records, Ethical Standards adopted by the Oregon Ethics Commission.

How are these guidelines used?

Staff must be familiar with laws, rules, and bulletins to stay within the legal requirements of the state and federal government to provide information and interpretation of program laws, rules and guidelines.

Decision-making, problem solving, process development, and implementation.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Who	How	Purpose	How Often?
Advisory Groups	In Person, by mail, email or telephone	Planning, coordination, technical assistance, evaluation	Regularly
District/ESD administrative staff	In Person, by mail, email or telephone	To provide analysis and advice, address and resolve problems, answer questions, collect and analyze data, and prepare reports.	As Needed
Legislators	In Person, by mail, email or telephone	Inquiries, information	As Needed
ODE Staff	In Person, by mail, email or telephone	To provide analysis and advice, address and resolve problems, answer questions, collect and analyze data, and prepare reports.	Daily
Other public and private partners and stakeholders	In Person, by mail, email or telephone	To share information, collaborate, address and resolve problems, answer questions, and elicit cooperation and assistance.	Weekly
State agencies	In Person, by mail, email or telephone	To provide analysis and advice, address and resolve problems, answer questions, collect and analyze data, and prepare reports.	Weekly

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

The person in this position has responsibility and independence to plan, schedule, and carry out major projects. Decisions made by the person in this position will affect fiscal accountability, program efficiency and performance, and service to school districts and other partners, stakeholders, and students.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Recovery Schools Director (Education Program Manager 3)	2510311	In Person, by mail, email or telephone	Regularly	To review work progress and concerns, and to perform annual performance review

SECTION 9. OVERSIGHT

What are the oversight activities for this position?

SECTION 10. ADDITIONAL POSITION RELATED INFORMATION

List any knowledge and skills needed at time of hire that are not already required in the classification specification:

- High level of professional knowledge regarding special education and recovery schools or programs.
- Understanding and experience implementing programs and standards alignment.
- Understanding and experience implementing and managing contract/grant agreements.
- Understanding and experience with data collection, analysis, reporting, and evidence-based recommendation and decision-making.
- Demonstrated commitment to promoting and fostering a diverse and discrimination/ harassment-free workplace; establishing and maintaining professional and collaborative working relationships with all contacts; contributing to a positive, respectful and productive work environment; maintaining regular and punctual attendance; performing all duties in a safe manner; and complying with all policies and procedures.
- Knowledge of local, state, and federal programs, particularly special education and recovery programs for substance use disorders.
- Skill and fluency working in a team-oriented environment requiring participative decision-making and cooperative interactions among staff and management.
- Strong comprehensive writing, oral, and relationship-building/collaboration skills.
- Experience in oral presentations and presentation software.
- Experience providing advice or technical assistance to school districts, tribes, community groups, or the public.
- Experience working with culturally and individually diverse groups and ability to solicit and value diverse viewpoints.
- Ability to demonstrate a leadership role as part of a collaborative team effort.
- Ability to establish effective relationships and collaboratively work across the agency, state government, with school districts, public charter, and private schools, as well as various stakeholders, grantees/contractors, and community groups.
- Ability to manage multiple projects and work in a fast-paced environment.
- Ability to take broad concepts and convert them to guidance and direction.

This position requires successfully passing a pre-employment background check. The pre-employment check may include a review of the following records: criminal background, DMV, licensure, and sexual misconduct. Adverse background data may be grounds for immediate disqualification, withdrawal of a conditional job offer, or termination of employment.

This position requires a driver's license and an acceptable driving record or an alternative means of transportation.

SECTION 11. BUDGET AUTHORITY

If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount	Fund Type
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SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee

Date

Manager	Date
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Appointing Authority	Date
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