STATE OF OREGON
POSITION DESCRIPTION

Agency: Oregon Department of Education
Facility: Public Services Building

SECTION 1. POSITION INFORMATION

a. Classification Title: Operations & Policy Analyst 4
b. Classification No: X0873
c. Effective Date: 11/1/17

d. Position No: 1911087
e. Working Title: Student Success Implementation Coordinator
f. Agency No: 58100
g. Section Title: Office of the Director
h. Budget Auth No: 001302960

i. Employee Name: TBD
j. Repr. Code: MMN

k. Work Location (City – County): Salem - Marion
l. Supervisor Name (Optional): Colt Gill

m. Position: ☑ Permanent ☐ Seasonal ☑ Limited Duration ☐ Academic Year
   ☑ Full-Time ☐ Part-Time ☐ Intermittent ☐ Job Share

n. FLSA: ☑ Exempt ☐ Non-Exempt
   If Exempt: ☐ Executive ☑ Professional ☑ Administrative

SECTION 2. PROGRAM AND POSITION INFORMATION

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

This position is in the Director’s Office who is the administrative head of the Department of Education. The Governor who is the Superintendent of Public Instruction has delegated to the Deputy Superintendent (Director) the responsibility of performing all of the duties, functions, and powers of the Superintendent. These include providing leadership and oversight to Oregon’s prekindergarten to grade 12 education system. The Director is the chief executive officer for the State Board of Education and is responsible for interpreting and administering Board policies and rules. The Director also heads the Department of Education and provides direction for the School for the Deal and the Juvenile Corrections Education Programs. The Superintendent’s duties are further defined in ORS 326.310. Additionally the agency also includes the Early Learning Division and the Youth Development Division.

The agency mission is to foster equity and excellence for every learner through collaborations with educators, partners, and communities.
b. 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 Student Success Coordinator (OPA-4) serves as an independent senior staff person to the Director. This position works with the Director, Executive Leadership Team, other administrative offices, and external partners and stakeholders on agency planning, coordination and development of new programs, policy development, administrative rules and other projects.

This position provides lead staff support, coordination and project management oversight for assigned projects (e.g. innovative practices, equity efforts, legislation, the Governor’s priorities, etc.). The primary role for this position is to coordinate, plan, implement and evaluate programs under the multi-billion Student Success Act investment (HB3427) emerging from the 2019-2021 legislative session.

SECTION 3. DESCRIPTION OF DUTIES

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.

<table>
<thead>
<tr>
<th>% of Time</th>
<th>N/R/NC</th>
<th>E/NE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>N</td>
<td>E</td>
<td>Develop and coordinate agency-wide activities designed to implement the Student Success Act and related investments and requirements:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Facilitate ODE leadership and staff in the implementation of new programs (resource distribution, accountability measures, transparency efforts, equity alignment, etc.) related to the Student Success Act.</td>
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<td></td>
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<td></td>
<td>- Work across teams, offices, and divisions to create coordinated approaches to implementation and problem-solving.</td>
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<td></td>
<td>- Design and facilitate workshop sessions to encourage innovation and design thinking related to implementation of student success programs.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Advise ODE leadership in areas of innovation, growth and improvement.</td>
</tr>
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<td></td>
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<td></td>
<td>- Advance strategic planning priorities of ODE.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Support ODE staff to better understand problems to solve, define Student Success Program vision and prioritize high potential impact ideas.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Iterate those ideas through evaluation and encourage a culture of continuous improvement.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Provide coaching and communication support to articulate project outcomes, design structure, research, evaluate, and select methods, and define the look and feel of success.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Gather critical information on barriers impeding quality Student Success Program implementation, work with staff to develop alternative work processes.</td>
</tr>
</tbody>
</table>

Cultivate, steward and coordinate effective agency-wide external and internal partnerships designed to improve implementation of the Student Success Act and related investments and requirements:

- Develop systems for external partnership engagement with students, families, communities, federally recognized tribes, community organizations, education advocates, school districts, ESDs, RACs, STEMhubs, Early Learning Hubs, state agencies, researchers, advisory groups, and others aimed at efficient and effective communication and interagency support for implementation of the Student Success Programs and related efforts.
- Develop systems for internal, cross-office, cross-division, cross-agency partnerships aimed at efficient and effective communication and interagency support for progress on implementation of the Student Success Programs and related efforts.
- Convene students, families, communities, federally recognized tribes, community organizations, education advocates, school districts, ESDs, RACs, STEMhubs, Early Learning Hubs, state agencies, researchers, advisory groups and others to identify, promulgate, and empower highly effective or promising practices, instructional strategies, and interventions to improve implementation of the Student Success Programs and related efforts.
- Collaborate with the Communications Director on the design of internal and external marketing materials, brand identity and messaging of projects related to the implementation of the Student Success Programs and related efforts.
- Represent the agency before boards and other agencies, state legislature or other stakeholder groups.
- Maintain connections to public and private sector colleagues, policy makers, funders and other community leaders.
- Establish and lead external and internal stakeholder groups.
- Fulfill other related duties as assigned.
- Ensure that equity and culturally responsive practices are embedded across all assigned projects.

15% N E  
**Agency strategic operations:**
- Support Chief of Staff on implementation of Department’s strategic plan, especially as it relates to implementation of the Student Success Programs and related efforts.
- Lead and facilitate agency strategic planning and cross-office, collaborative teams related to implementation of the Student Success Programs and related efforts.
- Monitor agency programs and progress toward goals.
- Refine tactical plans related to implementation of the Student Success Programs and related efforts.
- Provide technical assistance to agency staff on strategic plan efforts related to implementation of the Student Success Programs and related efforts.
- Research strategic planning methodology and approaches and update plan as needed.
- Communicate to staff both in writing and orally about strategic plan efforts related to implementation of the Student Success Programs and related efforts.
- Participate in and facilitate staff trainings about strategic plan.

15% N E  
**Support to Deputy Superintendent’s Office**
- Work in collaboration on projects with Government and Legal Affairs Manager, Communications Director and Legislative Director.
- Complete projects assigned by Director, Chief of Staff or Deputy Director.

100%

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**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.

Typical office environment, open-wall configuration. Irregular work hours with occasional travel. Frequent exposure to deadline pressures. Frequently deals with high importance topics and critical situations; must quickly understand complex situations; must work closely with external partners and stakeholder; must exercise consistent good judgment; topics dealt with may be confidential in nature.
SECTION 5. GUIDELINES

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

The Governor’s and Deputy Superintendent’s priorities; state and federal laws, rules, and regulations; rules and procedures governing state agencies; Oregon Revised Statutes; Administrative Rules, Attorney General’s Guide for Public Records, Ethical Standards adopted by the Oregon Ethics Commission.

b. How are these guidelines used?

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?

<table>
<thead>
<tr>
<th>Who Contacted</th>
<th>How</th>
<th>Purpose</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Public</td>
<td>Phone/writing</td>
<td>Respond to concerns &amp; questions, receive public comments relating to rules</td>
<td>regularly</td>
</tr>
<tr>
<td>Department staff</td>
<td>Phone/writing/in person</td>
<td>Coordinate and obtain information</td>
<td>daily</td>
</tr>
<tr>
<td>Local school district staff</td>
<td>Phone/writing</td>
<td>Respond to concerns &amp; questions</td>
<td>regularly</td>
</tr>
<tr>
<td>Education stakeholder groups</td>
<td>Phone/writing/in person</td>
<td>Exchange information relating to legislation, workgroup participants</td>
<td>regularly</td>
</tr>
<tr>
<td>Other education agencies</td>
<td>Phone/writing</td>
<td>Coordinate legislative agenda</td>
<td>regularly</td>
</tr>
</tbody>
</table>

SECTION 7. POSITION RELATED DECISION MAKING

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

This position will be responsible for supporting HB3427 a new initiative for the State of Oregon emerging from the 2019-2021 legislative session. The employee in this position will work with agency leadership to determine legislative intent and create rules, policy and programs to carry out that intent.

The Student Success Act is highly visible and highly has significant impact statewide across all districts and impacts all students. The decisions of this position will relate primarily to agency policies: and will affect all Department employees and may affect agency’s ability to perform mission and duties. Decisions relating to strategic plan will affect the agency’s ability to achieve strategic plan. Decisions relating to audits will affect the Department’s ability to respond to audit requests and implement recommendations. Decisions have immediate and long-term impact on delivery of K-12 education to more than 570,000 school children.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?
<table>
<thead>
<tr>
<th>Classification Title</th>
<th>Position Number</th>
<th>How</th>
<th>How Often</th>
<th>Purpose of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEM-J Director</td>
<td>000082</td>
<td>Conversations in person and by phone. Review draft docs as appropriate</td>
<td>Monthly or as needed</td>
<td>Ensure alignment with mission and goals of Deputy and State Board. Evaluate for overall effectiveness. Annual performance evaluation</td>
</tr>
</tbody>
</table>

### SECTION 9. OVERSIGHT FUNCTIONS
THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

a. How many employees are directly supervised by this position? 0

b. Which of the following activities does this position do?
- Plan work
- Assigns work
- Approves work
- Responds to grievances
- Coordinates schedules
- Hires and discharges
- Recommends hiring
- Gives input for performance evaluations
- Disciplines and rewards
- Prepares & signs performance evaluations

### SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

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

This position requires frequent independent judgments and quick, accurate response when working with the public, government officials, educators, and the media, and with in-and-out-of-agency staff. Strong writing and listening skills are essential as is the ability to organize, prioritize and complete a variety of simultaneous tasks.

**Special Requirements:** List any special mandatory recruiting requirements for this position.

The experience, skills, and abilities listed below are the criteria used in recruiting for this position.
- Experience with and knowledge of design thinking principles/models and innovative design practices.
- Experience in large and small group facilitation.
- Experience in research, analysis, evaluation, and development of evidence-based policy and practices.
- Knowledge of Oregon’s P-20 education policy issues.
- Experience providing advice or technical assistance to stakeholders or public.
- Excellent writing, speaking, listening, and communication skills.
- Experience managing projects with multiple stakeholders.
- Experience working with culturally and individually diverse groups.
- Ability to solicit and value diverse viewpoints.
- Experience developing and executing co-constructed processes and practices.

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

| Operating Area | Biennial Amount ($00000.00) | Fund Type |
SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

_________________________  __________________________  __________________________  __________________________
Employee Signature        Date                     Supervisor Signature        Date

_________________________  __________________________
Appointing Authority Signature        Date