



# State of Oregon Position Description

**Company:** Oregon Department of Education  
**Organization:** Education, Innovation & Improvement - ODE  
**Service Type:**

## SECTION 1. POSITION INFORMATION

<b>Job Profile Title:</b>	Education Programs Manager 3	<b>Job Profile ID:</b>	7223
<b>Business Title:</b>	Education Programs Manager 3 (Unfilled)	<b>Position ID:</b>	000000050533
<b>Employee Name:</b>		<b>Company ID:</b>	58100
<b>Representation:</b>	MMS	<b>Budget Auth No:</b>	375600
<b>Location:</b>	Salem   ODE   Public Service Building		
<b>Supervisor:</b>	Cassie Medina (Education Programs Administrator 3)		
<b>Position:</b>			
<b>Time Type:</b>	Full Time		
<b>FLSA:</b>	Exempt		
<b>Exempt Reason:</b>	Executive Employee Exemption		
<b>Overtime Eligible:</b>	No		
<b>Employee Type:</b>	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.**

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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.

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 Director of the Secondary/Post-Secondary Transitions (SPST) Team provides strategic leadership to advance educational equity across Oregon's K-12 and post-secondary systems. This position oversees the implementation of research-based, innovative Programs of Study aligned to Oregon Skill Sets, integrating academic and career and technical education (CTE) through collaborative efforts with local school districts, education service districts, and community colleges.

As steward of the Statewide Perkins V Plan, the SPST Director is responsible for designing and sustaining a visionary, integrated operational system that enables students to explore work-based learning and CTE opportunities, igniting their passions and preparing them for future success.

Key responsibilities include:

- Leading policy development and implementation;
- Directing program and fund administration;
- Overseeing comprehensive state planning and internal operational plans;
- Determining staffing needs and evaluating staff and program effectiveness;
- Administering state and federal grants;
- Serving as liaison to other state and federal agencies;
- Supporting agency-wide initiatives.

## 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.

30% NC E

### **Lead, Implement, and Steward the Policy Design and Policy Implementation of the Secondary Post-Secondary Transitions Team**

- Provide leadership to the SPST Team in setting the team's policy agenda and direct and manage program and policy supports with a focus on advancing educational equity in service of Oregon's diverse communities and student populations, particularly those historically marginalized or underserved by the system.
- Coordinate the SPST Team in evaluating the impact of policy and legislation in relation to ODE's strategic goals and initiatives and the charge of the SPST Team; this includes determining and recommending program policy by analyzing all pertinent issues and information regarding the impact of proposed policy on the provision of services to target populations and determining the resources necessary to implement such policy in order to ensure the efficient and effective provision of services.
- Lead and supervise the SPST Team in developing and implementing policies, procedures and program priorities consistent with ODE's Equity Strategic Plan.
- Direct the SPST Team in developing legislative concepts and policy option packages that advances the work of the SPST Team in service to ODE's policy agenda and the enactment of educational equity.
- Interpret and operationalize federal and state laws, rules, and regulations.

30% NC E

### **Build Collective Capacity, Partnership and Collaboration both internally and externally.**

- Collaborate with other OEII & ODE teams to connect and build points of shared connection, focus, and purpose.
- Collaborate and problem solve with the other Directors within the office and the Assistant Superintendent for OEII.
- Establish and maintain effective relationships with school districts, ESDs, other state agencies such as the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and external partners.
- Foster collective efficacy and instill an ethic of internal accountability within the SPST Team; this includes supporting members of the SPST Team to see their work within the greater context of OEII and ODE.
- Serve as a contributing member of the OEII Director Team to develop, implement, and evaluate office priorities by assessing needs and allocating available resources; this includes regular attendance and participation in both OEII and agency leadership meetings.
- Review information from users of agency services and interested community and/or professional groups in order to determine what improvements are needed.

- Provide direction and leadership in the coordination of activities with other agencies or offices in areas of mutual concern in order to ensure compliance with established policies; objectives; program priorities; and applicable laws, rules, and regulations.
- Provide the SPST Team with direction and leadership in the identification of program improvement needs, in setting priorities, and development of short- and long-range plans.
- Provide the SPST Team with leadership and direction in building and deepening team members' awareness and understanding of the role of ODE as a state education agency and the social-political context surrounding ODE's relationship with local education agencies, including schools, district, and ESDs; partner agencies; Oregon's nine federally recognized Tribes and the government-to-government structure; business and industry; and other education and community partners including professional organizations, community-based organizations, and non-profits.

25% NC E

#### **Supervision & Team Management**

- Interview, select, and provide training to all new staff.
- Evaluate performance of assigned staff based on agency policies, procedures, and practices.
- Receive and resolve employee concerns and/or grievances.
- Determine need for and, as necessary, initiating disciplinary actions.
- Provide staff with appropriate communication and feedback regarding agency policies and procedures.
- Support and promote efforts to improve the quality and diversity of the workforce.
- Establish and maintain an environment that promotes professional development.
- Assign and review work and provide constructive feedback to staff.
- Review and approve employee timesheets and leave requests.

15% R E

#### **Relationship Builder**

- Collaborate with other EII teams to participate in the development and implementation of the office-wide vision, mission, principles and practices, and equity plan.
- Establish and maintain effective relationships with other EII directors and staff, agency peers, and other state agencies.
- Collaborate and problem solve with the other directors within the office and the Assistant Superintendent for the Office of Education Innovation and Improvement
- Present at state and national conferences and meetings as needed
- Advocate for and implement agency and state diversity, equity and inclusion and affirmative action objectives, employee development and other human resource goals.
- Other duties as assigned

## **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.

Occasional 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.

- Oregon Revised Statutes (ORS)
- Oregon Administrative Rules (OAR)
- Applicable federal laws and regulations
- ODE policies and procedures
- State Board of Education's policies and goals
- Department of Administrative Services (DAS) policies and rules

**How are these guidelines used?**

To properly manage teams within the Office of Education Innovation and Improvement and to provide both general and specific guidance for administration of the duties of the position; to provide the basis for development of programs and policies; to respond to technical and legal questions; and to guide the work of the Department staff and the State Board.

As reference materials to answer questions from the education community, partners and community members and to guide the implementation of school reform legislation. These guidelines also serve to set boundaries and employee expectations and allow for proper management.

## 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?
Agency Staff	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Daily
Education Service Districts	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Daily
General Public	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	As Needed
Governor's Staff & Legislators	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	As Needed
Local Education Agencies	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Daily
Other State Agencies	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Daily
Partner Agencies at the federal and state level, including Oregon's nine federally recognized Tribes	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Regularly
State Board of Education	In Person	Provide assistance and / or information; seek input and consultation.	Monthly

## SECTION 7. POSITION RELATED DECISION MAKING

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

Decisions relating to policy, rules and process pertaining to the Office of Education Innovation and Improvement, impacting more than 580,000 school children in Oregon and the education programs provided by all 197 school districts and 19 education service districts. These decisions require a high level of leadership and accountability, resulting in highly visible outcomes and response statewide from school districts, education partners, and the public. Decisions have direct consequences for the agency's need to fulfill state and federal mandates and to annually access state and federal funds supporting CTE. Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, stakeholder engagement, navigating internal and external issues, challenges, and support/resourcing needs, and finding positive solutions. These decisions also have a direct impact on some of Oregon's most vulnerable students whose strengths and needs have been historically underserved by the system. Every student is an asset to Oregon, the individual holding this position will make decisions that help systems recognize the assets our children and families bring to our schools and provide culturally responsive systems.

Decisions regarding school district and charter school improvement: Affect agency ability to achieve strategic plan, may impact agency budget. May have long-term and immediate implications for agency and P-20 education system. May mitigate or create legal liability.

Supervision of personnel, employment decisions; work performance evaluations, project assignments: Affect ability of agency and team to achieve objectives.

## SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Administrator 3	2113164	In Person, by mail, email or telephone	Regularly	Reviews for overall results

## SECTION 9. OVERSIGHT

**What are the oversight activities for this position?**

Plan Work  
Assign Work  
Approves Work  
Responds to grievances  
Disciplines and rewards  
Coordinates schedules  
Hires and discharges  
Recommends hiring  
Gives input for performance evaluations  
Prepares & signs performance evaluations

## 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:**

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.

Additionally:

- Demonstrated commitment to systems change that removes barriers and accelerates opportunities for historically underserved K-12 students.
- Proven leadership experience in education settings (e.g., school districts, ESDs, SEAs) with awareness of national and global trends in teaching, learning, and assessment.
- Strong knowledge of federal and state grant administration, Oregon Administrative Rule development, hiring/onboarding processes, and agency operations.
- Effective communicator with excellent problem-solving, critical thinking, and policy development skills.
- Skilled in fostering inclusive workplaces, coaching staff, resolving conflict, and co-creating shared vision through interpersonal awareness and adaptability.
- Ability to collaborate across complex systems and navigate socio-political contexts while valuing diverse perspectives.
- Experience in strategic planning, budget development, and implementation of organizational goals, with understanding of state and federal funding processes

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
Appointing Authority	Date