



# State of Oregon Position Description

**Company:** Oregon Department of Education  
**Organization:** Grant Management & Monitoring - ODE  
**Service Type:** Representable Classified

## SECTION 1. POSITION INFORMATION

<b>Job Profile Title:</b>	Program Analyst 2	<b>Job Profile ID:</b>	C0861
<b>Business Title:</b>	Program Analyst 2 - SR27 - Non Exempt	<b>Position ID:</b>	
<b>Employee Name:</b>		<b>Company ID:</b>	58100
<b>Representation:</b>	OAS	<b>Budget Auth No:</b>	1369420
<b>Location:</b>	Salem   ODE   Public Service Building		
<b>Supervisor:</b>	Brittany Deckard (Education Programs Manager 3)		
<b>Position:</b>	Program Analyst 2		
<b>Time Type:</b>	Full Time		
<b>FLSA:</b>	Non Exempt		
<b>Exempt Reason:</b>			
<b>Overtime Eligible:</b>	Yes		
<b>Employee Type:</b>	Limited Duration		

## 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.**

a. Describe the program in which this position exists. Include program purpose, who's 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.

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 primary aim of this role is to support grant making, reporting and monitoring processes for the Office of Education Innovation and Improvement, including, but not limited to, the continued implementation of the Student Investment Account (HB 3427), High School Success, Federal School Improvement (ESEA/ESSA), and Early Literacy Success (HB 3198).

## **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% N E Grant Management & Monitoring**

- Implement and maintain streamlined grant management process across EII.
- Review and approve grantee plans, budgets, plan changes to ensure allowable use of funds and alignment with program requirements.
- Develop and refine operational guidelines, procedures, and internal monitoring systems to ensure consistency across programs.
- Provide technical assistance to grantees and district personnel on reporting systems (e.g. grant management system, Smartsheet, dashboards) and grant requirements.
- Support budget developments, fund distribution, and resource coordination; recommend or initiate audits when non-compliance is suspected.
- Monitor grantee reporting, budget expenditures, and program data to assess progress towards outcomes and adherence to requirements.
- Collect, analyze, and synthesize program data to evaluate effectiveness and inform decision-making.
- Develop monitoring and evaluation findings for internal and external learning, identifying gaps to recommend corrective action.
- Participate in regional support team and identify trends, needs, promising practices, and barriers across grantees.
- Communicate and interpret program rules, regulations, and expectations to grantees, partners, and community organizations.
- Coordinate and deliver training, workshops, and presentations on program guidelines and reporting processes.
- Represent EII in meeting with local agencies, service providers, and partners to support coordination and problem-solving.

### **10% N Policy Analysis, Research, and Evaluation**

- Create research agendas and strategies, develop and distribute data and insights, including statistical models, which support both short-and long-term educational transformation goals (internal to ODE and external to districts, communities, and legislature).
- Make critical connections from policy to practice and from research to action to build further coherence, alignment, and effectiveness across both the EII office of the Oregon Department of Education.
- Work on monitoring and evaluation across the office. Evaluate the quality and effectiveness of programs; recommend strategic changes and priorities for allocating agency resources.
- Evaluate data from different programs, state agencies, and research publications, to identify trends, design operational systems, and evaluate the need for policies and procedures.
- Present at state and national conferences and meetings as needed.
- Participate in, advise, support, and/or lead agency-wide and interagency policy analysis and research projects, legislative reports, and data initiatives.

## **10% NC Relationship Building and Professional Learning**

- Collaborate with other ODE teams in the identification, sharing and supporting emerging and evidence-based practices to meet the needs of Oregon's students as it relates to areas of program responsibility.
- Establish and maintain effective relationships with grantees and partners agencies such as Oregon Education Service Districts.
- Collaborate and problem solve with Directors, team members, and the Assistant Superintendent of EII.
- Advocate for and implement agency and state diversion, equity, and inclusion and affirmative action objectives, employee development, and other human resources goals
- Actively participate in professional learning (EII Learning Journeys, conferences, seminars, etc.) as available and applicable.

## **5% N Other Duties as Assigned**

- Complete projects as assigned by Directors.
- Participate as a member of committees and task forces as assigned.
- Advise EII leadership in areas of innovation, growth and improvement.

## **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 (ORSs)
- Oregon Administrative Rules (OARs)
- Applicable federal laws and regulations
- ODE policies and procedures
- State Board'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 state leadership and technical assistance	Daily
General Public	In Person, by mail, email or telephone	Provide state leadership and technical assistance	As Needed
Grant Recipients & School District Leaders	In Person, by mail, email or telephone	Provide state leadership and technical assistance	Daily
Professional Groups / Advisory Groups	In Person, by mail, email or telephone	Provide state leadership and technical assistance	As Needed
State Board Members	In Person, by mail, email or telephone	Provide state leadership and technical assistance	As Needed

## 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 of the Student Success Teams and Grant Management guidelines set forward in HB3427. Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, interest-holder 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 who have been historically underserved. 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.

## SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	2113163	In Person, by mail, email or telephone	Weekly	The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department and office.

## 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:

Program Analysts must have

- Knowledge of, laws, regulations, rules, policies, procedures and methods governing the administration of grants
- Financial methods, procedures and practices to assess the financial stability of grantees.
- Grant management and monitoring experience, preferably in a school district, public charter school, education service district or state education agency.
- Demonstrated expertise in education, administration, leadership or closely related field preferred.
- Principles and methods of program monitoring and evaluation, data collection, analysis and evaluation.
- Automated data systems and associated software such as spreadsheets, word processing or information tracking databases.
- Experience in both conducting quantitative and qualitative research.
- Familiar with grant management mechanisms employed at ODE and partner agencies.
- Ability to organize, prioritize and complete a variety of simultaneous tasks.
- Experience working with culturally and individually diverse groups, including sovereign nations.
- Skill in soliciting and valuing diverse viewpoints.
- 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.

## 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

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Employee

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Date

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Manager

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Date

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Appointing Authority

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Date