



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
N/A

Agency: Department of Education

Facility: Public Service Building

[X] New [] Revised

This position is:

- [X] Classified
[] Unclassified
[] Executive Service
[] Mgmt. Svc – Supervisory
[] Mgmt. Svc – Managerial
[] Mgmt. Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title: Education Program Specialist 2
b. Classification No: C2301
c. Working Title: District Support Specialist
d. PPDB No/WD ID: 2700020-21 / 178772/ 178771
e. Section Title: IDEA Initiatives / OESO
f. Agency No: 58100
g. Employee Name: Vacant
h. Budget Auth No: 1442728 / 1442729
i. Supervisor Name: Crystal Brumfield
j. Repr. Code: OAS
k. Work Location (City – County): Salem – Marion County

I. Position: [X] Permanent [] Seasonal [] Limited Duration [] Academic Year
[X] Full-Time [] Part-Time [] Intermittent [] Job Share

m. FLSA: [X] Exempt [] Non-Exempt
If Exempt: [] Executive/Supervisory [] Administrative [X] Professional [] Computer
n. Eligible for Overtime: [] Yes [X] No

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.

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 Deputy Superintendent of Public Instruction is the Director and administrative head of the Department of Education. The Governor, who is the Superintendent of Public Instruction, has delegated to the Deputy

Superintendent 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 Deputy Superintendent is the chief executive officer for the State Board of Education and is responsible for interpreting and administering Board policies and rules. ODE employs in excess of 750 employees at the Public Service Building, the Veterans’ Building, multiple Office of Child Care locations around the state, and the Oregon School for the Deaf (OSD). OSD employees include academic-year staff who work nine and one-half months during the regular school year (late August to mid-June each year) and two months of summer school programs. OSD operates on a five-day-a-week, 24-hour-a-day basis.

The Office of Enhancing Student Opportunities (OESO) contributes directly to ODE’s mission by ensuring the implementation of multiple federal programs and Oregon’s System of General Supervision for students from birth to age 21. The office is responsible for implementing the Individuals with Disabilities Education Act (IDEA) and multiple titles of the Elementary and Secondary Education Act (ESEA), including Title I-A, Title II-A, Title IV-A, and Title V-B. The purpose of this office is to provide leadership, technical assistance, and monitoring to ensure districts can meet state and federal obligations, improve student outcomes, and foster equitable and inclusive learning environments.

The scope of OESO is extensive, impacting every school district and education service district in the state. The office includes approximately 60 staff and also oversees the Oregon School for the Deaf, which employs an additional approximately 80 staff. Key programs and initiatives within OESO include:

- **Federal Systems:** Overseeing ESEA Title programs, managing the consolidated grant application process, and responding to federal education initiatives.
- **IDEA Programs and Inclusive Services:** Implementing Oregon’s System of General Supervision for students with disabilities through early intervention/early childhood special education (EI/ECSE), Regional Inclusive Services (RIS) for low-incidence disabilities, and PreK-3rd Grade coordination.
- **Statewide Improvement Initiatives:** Leading efforts in early language and literacy intervention, strengthening the statewide monitoring framework, and providing oversight for Abbreviated School Day Programs.

The work of OESO directly affects local school districts, education service districts, public preschool programs, professional associations, families, and the educators and students served by federal programs and special education services across Oregon.

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 purpose of this position is to serve as the catalyst for improvement and innovation within Oregon’s special education system by providing specialized technical assistance, professional development, and capacity-building support to Local Educational Agencies (LEAs), Education Service Districts (ESDs), and educational programs. The District Support Specialist focuses on building district capacity through evidence-based practices, translating compliance requirements into effective educational practices, and advancing equity and inclusion for students experiencing disability and disabled students. This role functions as part of IDEA Programs’ support and technical assistance section, working in close collaboration with District Compliance Specialists to ensure both meaningful implementation and continuous improvement across Oregon’s special education system.

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.

| % of Time | N/R/NC | E/NE | DUTIES |
|-----------|--------|------|--------|
|-----------|--------|------|--------|

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

| | | | |
|-----|---|---|---|
| 60% | N | E | <p>Implement <i>Oregon's System of General Supervision</i>, with a primary focus on improving educational outcomes for students experiencing disability – through Resource Development and Dissemination, Technical Assistance, and Professional Development</p> <p>This includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Provide leadership in the design and delivery of data informed technical assistance (TA) and professional development (PD) to build district and regional capacity. • Develop and maintain specialized expertise in, and resources for, assigned content areas (e.g., Behavioral & Mental Health Supports, High-Incidence Disabilities, Special Education Process, Secondary Transition, Inclusive Practices). • Analyze district data, monitoring results, dispute resolution findings, and call tracking patterns to identify priorities and inform the development of TA/PD plans. • Collaborate with District Compliance Specialists (DCS) to align TA/PD with corrective actions and ensure effective implementation of dispute resolution outcomes. • Design and deliver targeted, evidence-based PD and TA that translate compliance requirements into effective educational practices. • Create and implement customized TA plans for districts and regions, including coaching, mentoring, and follow-up support. • Partner with Regional Technical Assistance Providers (RTAPs), Transition Network Facilitators (TNFs), and others to coordinate and deliver local and regional TA/PD. • Facilitate communities of practice and collaborative problem-solving opportunities to support sustainable systems change. • Develop, review, and disseminate accessible, culturally and linguistically responsive, and practical resources, including guidance documents, implementation tools, and family facing materials. • Ensure all resources clearly delineate compliance requirements and best practices, and support effective implementation of IDEA and related authorities. • Collaborate with OESO leadership and the communications team to develop and execute dissemination strategies. • Maintain current knowledge of research and evidence based practices in areas of expertise and apply this knowledge to all aspects of TA/PD and resource development. • Support website content development and maintenance to ensure timely access to relevant resources. • Serve as data steward for assigned collections (e.g., Post School Outcomes, discipline data) and use data to inform continuous improvement. • Manage assigned grants (e.g., RTAP, TNF, PSO) and contribute to statewide initiatives and special projects. • Participate in legislative bill review and implementation related to areas of expertise. • Respond to inquiries via phone duty, special education inbox, and direct contacts, and document all interactions using established procedures. • Evaluate the impact of TA/PD on district practices and student |
|-----|---|---|---|

| | | | |
|--------------|---|----|---|
| | | | outcomes, and adjust strategies accordingly |
| 30% | N | E | Support for Compliance-Related Improvement and Corrective Action: <ul style="list-style-type: none"> Review findings from state complaints and dispute resolution to understand required corrective actions. Collaborate with District Compliance Specialists on corrective action requirements. Develop PD/TA plans responsive to dispute resolution corrective actions. Work with districts through PD/TA to support effective implementation of corrective action plans. Support districts in addressing root causes of noncompliance. Share developed resources with DCS to verify alignment with correction requirements. Document all compliance-related support in tracking systems. |
| 10% | N | NE | Other Duties as Assigned |
| At All Times | N | E | Equity and Inclusion: Demonstrate commitment to equity by applying knowledge and skills to interrupt systemic oppression, especially at the intersection of race and disability. Engage in efforts to further OESO and agency-wide equity goals. Professionalism: Consistently treat customers, partners, vendors, and co-workers with dignity and respect. Create and maintain a welcoming and respectful work environment. |

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.

Works in a typical office environment, with hybrid work as an option. Frequent contact by telephone, email, in writing or in person with agency executive management and staff, staff from other local, state, and federal agencies, legislative staff, education and community partners, and members of the public. High-level coordination with internal and external customers. Frequent in-state travel may be necessary and require sitting/driving for extended periods of time. Potentially frequent overnight travel throughout the state and occasional evening and weekend work required.

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.

- **Federal Laws and Regulations:** Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA).
- **State Laws and Regulations:** Oregon Revised Statutes (ORS), Oregon Administrative Rules (OAR).
- **Policies and Procedures:** Established by the Department of Administrative Services, the Oregon Department of Education, and the Office of Enhancing Student Opportunities.

b. How are these guidelines used?

These guidelines ensure that the District Support Specialist can effectively support the mission of the ODE and OESO, ensuring compliance and improving educational outcomes for students experiencing disabilities and disabled students.

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 Contacted | How | Purpose | How Often? |
|--|---|---|------------|
| <i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i> | | | |
| Department Staff | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Coordination of support activities, resource development, collaborative planning | Daily |
| School District and ESD Staff | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Technical assistance, professional development, implementation support | Daily |
| Regional Providers (e.g., RTAPs, TNFs) | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Regional coordination, training, resource sharing | Daily |
| District Compliance Specialists | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Coordination on corrective actions, aligned support | Daily |
| Other Agencies | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Inquiries, communication, information sharing, soliciting input | Regularly |
| Parents/Families | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Inquiries, information, resources, support guidance | Regularly |
| Community Partners | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Collaboration, resource development, training | Regularly |
| State Board of Education Members | By virtual meetings, phone calls, in person, email or chat messages, and/or letters | Updates on improvement initiatives, outcomes data, presentations, response to inquiries | As Needed |

SECTION 7. POSITION RELATED DECISION MAKING

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

The Education Program Specialist 2 is a recognized expert in one or more specialized areas of special education practice. District Support Specialists serve as statewide leads for supporting improved outcomes for students served under the Individuals with Disabilities Education Act and other associated authorities. Duties carry policy implications and require innovation, collaborative leadership, cross-office coordination, and consensus building.

The District Support Specialist makes critical decisions about technical assistance approaches, professional development design, and resource development that directly impact district capacity and student outcomes. Typical decisions include determining effective support strategies for complex implementation challenges, designing learning experiences that lead to sustainable practice change, interpreting legislation for practical application, and prioritizing statewide technical assistance based on data analysis. These decisions have a direct effect on the quality of special education services throughout Oregon and the agency's ability to support meaningful implementation beyond compliance. By translating requirements into effective practices and building district capacity, the incumbent's decisions drive local educational agencies' ability to deliver high-quality, inclusive services that improve outcomes for students experiencing disability and disabled students, particularly those at the intersection of disability and other identities systems have marginalized.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

| Classification Title | Position Number | How | How Often | Purpose of Review |
|------------------------------|-----------------|--|-----------|--|
| Education Programs Manager 3 | 000000179476 | In person, by mail, email or telephone | Regularly | To ensure work of the section is completed according to laws and rules |

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

- a. How many employees are directly supervised by this position? 0
 How many employees are supervised through a subordinate supervisor? 0
- b. Which of the following activities does this position do?
- | | |
|--|---|
| <input type="checkbox"/> Plan work | <input type="checkbox"/> Coordinates schedules |
| <input type="checkbox"/> Assigns work | <input type="checkbox"/> Hires and discharges |
| <input type="checkbox"/> Approves work | <input type="checkbox"/> Recommends hiring |
| <input type="checkbox"/> Responds to grievances | <input type="checkbox"/> Gives input for performance evaluations |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> 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 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 license and an acceptable driving record or an alternative means of transportation.

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

| Operating Area | Biennial Amount (\$00000.00) | Fund Type |
|----------------|------------------------------|-----------|
|----------------|------------------------------|-----------|

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

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
Jucio Lea

Appointing Authority Signature

Date
8/20/25

Date

Supervisor Signature

Date