



# State of Oregon Position Description

**Company:** Oregon Department of Education  
**Organization:** IDEA Programs - ODE  
**Service Type:**

## SECTION 1. POSITION INFORMATION

**Job Profile Title:** Education Program Specialist 2      **Job Profile ID:** 2301  
**Business Title:** District Compliance & Support Specialist (Unfilled)      **Position ID:** 000000178770  
**Employee Name:**      **Company ID:** 58100  
**Representation:** OAS      **Budget Auth No:** 1442730  
**Location:** Salem | ODE | Public Service Building  
**Supervisor:** Crystal Brumfield (Education Programs Manager 3)  
**Position:**  
**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 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 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 support districts in implementing effective special education instruction and curriculum while carrying out Oregon's System of General Supervision. This position will provide expertise and leadership in IDEA Programs and policies to lead efforts that will strengthen districts' capacity to deliver high-quality special education instruction and ensure equitable access to specialized curriculum for students experiencing disabilities. The District Compliance Specialist reviews district practices and data to determine how instructional, curricular, and procedural decisions align with IDEA requirements and where improvements are needed. The position applies policy expertise in IDEA Programs and special education to interpret policy, identify areas requiring correction, and help districts align their practices with statewide expectations for both compliance and instructional excellence. In addition to general supervision activities, the position provides targeted technical assistance and professional learning that build district capacity to improve instruction, strengthen inclusive curriculum access, and sustain high-quality special education systems. Working as part of the IDEA Programs General Supervision team, this position collaborates with District Support Specialists to support consistent implementation of evidence-based strategies and statewide initiatives that advance academic success and better outcomes for students experiencing disabilities.

## 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.

### 55% - R E - Provide Expertise in IDEA Programs and Policies to Effectively Administer Oregon's System of General Supervision

- Lead and coordinate activities that examine district special education systems, including how instructional practices, curriculum implementation, and service delivery align with IDEA requirements and support improved academic outcomes for students experiencing disabilities.
- Review district documentation, data, and student-level evidence to evaluate the effectiveness of instructional decisions and curricular structures, ensuring they promote equitable access to specialized academic content.
- Apply state and federal regulations to determine when district practices support effective instruction and identify when corrective actions are needed and what corrective action will be implemented to strengthen educational implementation and instructional delivery.
- Develop and communicate clear written summaries, improvement actions, and timelines that guide districts in strengthening and implementing evidence-based instructional practices, strategies, enhancing service models, and refining system procedures to meet both compliance and academic achievement goals.
- Track district progress and verify that instructional and procedural improvements meet federal and state quality standards while contributing to measurable gains in student learning.

- Identify statewide trends in instructional implementation, curriculum alignment and access, and compliance data to inform future technical assistance priorities and statewide strategies for improving academic systems and outcomes.
- Support districts in using monitoring results to enhance instructional quality, integrate and strengthen inclusive curriculum access, and improve outcomes for students experiencing disabilities.

#### **20% - R E - IDEA Programs Technical Assistance, Training, and Capacity Building**

- Provide statewide consultation and coaching that help districts integrate IDEA requirements with best practices in instruction, curriculum design, progress monitoring, and inclusive service delivery.
- Develop tools, guidance documents, and resources that translate regulatory expectations into practical instructional strategies and effective educational practices.
- Design and deliver professional learning that supports educators and administrators in strengthening instructional decision making, curriculum access, and individualized supports for students with disabilities.
- Facilitate learning networks and communities of practice focused on improving instructional implementation, data use, and consistent application of IDEA-aligned practices across districts.
- Collaborate with internal and external partners to coordinate supports that enhance district capacity to implement strong instructional systems, evidence-based practices, and high-quality special education services.

#### **10% - R E - IDEA Programs Policy Implementation and Data Use**

- Analyze monitoring data, statewide performance data, and federal reporting requirements to identify instructional and systemic needs.
- Contribute to the development and implementation of state policies and procedures that strengthen instructional practice and support IDEA-aligned educational systems.
- Prepare data summaries, policy briefs, and presentations that translate policy and performance information into actionable guidance for instructional and system improvement.
- Work across ODE offices to ensure IDEA general supervision and supports are aligned with broader instructional, curriculum, and statewide improvement initiatives.

#### **10% - R E - Leadership and Collaboration**

- Serve as a resource on IDEA implementation, instructional best practices, and effective district systems.
- Represent the agency in meetings with districts, ESDs, and statewide partners to support strong instructional implementation and consistent application of IDEA requirements.
- Contribute to cross-agency initiatives that enhance instructional quality, strengthen special education services, and improve equitable access to high-quality curriculum and instruction.

#### **5% - R 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. Frequent contact by telephone, e-mail 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. The work may require frequent automobile and overnight travel throughout the state requiring sitting/driving for extended periods of time; occasional evening and weekend work required.

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.

## 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 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.

**How are these guidelines used?**

These guidelines help ensure consistent and accurate implementation of compliance monitoring across all districts. They define the steps for identifying noncompliance, issuing findings, and verifying correction in accordance with federal and state requirements.

The guidelines support the District Compliance Specialist in interpreting policy, applying monitoring procedures with integrity, and providing districts with the technical assistance and professional learning needed to strengthen local practices. Through this work, the District Compliance Specialist helps districts build capacity, maintain meaningful compliance, and improve outcomes for students experiencing disabilities.

## 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?
Department Staff	In Person, by mail, email or telephone	Coordination of monitoring activities, consultation on compliance issues, information sharing	Daily
District Compliance Specialists	In Person, by mail, email or telephone	Coordination of compliance and technical assistance activities	Daily
District Support Specialists	In Person, by mail, email or telephone	Coordination of compliance and technical assistance activities	Daily
Other Agencies	In Person, by mail, email or telephone	Inquiries, compliance coordination, information sharing, soliciting input	Regularly
Parents/Families	In Person, by mail, email or telephone	Credible allegations, compliance concerns	Regularly
School District and ESD Staff	In Person, by mail, email or telephone	Monitoring activities, compliance guidance, corrective action planning, verification of correction	Daily
State Board of Education Members	In Person, by mail, email or telephone	Compliance updates, monitoring reports, presentations, responses to inquiries	As Needed

## SECTION 7. POSITION RELATED DECISION MAKING

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

Typical decisions in this position involve interpreting federal and state special education requirements, reviewing district practices, and determining how well those practices align with expectations for high quality services. The District Compliance Specialist decides when district actions reflect sound implementation, when they indicate a need for correction, and what kinds of improvements will meaningfully strengthen systems and support better outcomes for students experiencing disabilities. The role also involves confirming whether districts have made the changes needed to meet required standards.

These decisions have a direct effect on how districts design and deliver special education services. They influence district planning, guide improvements in instructional and procedural practices, and help ensure that policies are applied consistently across the state. The specialist's decisions support districts in building the capacity needed to meet the needs of students experiencing disabilities, protect student rights, and maintain alignment with state and federal expectations. By pairing monitoring responsibilities with guidance, technical assistance, and professional learning, the District Compliance Specialist helps turn compliance information into practical steps that strengthen district systems and improve student experiences.

## SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	0000150	In Person, by mail, email or telephone	Regularly	To ensure work of the section is completed according to laws and rules

## 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:

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

\_\_\_\_\_  
Appointing Authority

\_\_\_\_\_  
Date