



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Federal Systems - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Federal Education Specialist (Unfilled)	Position ID:	000000040724
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	781820
Location:	Salem ODE Public Service Building		
Supervisor:	Liz Ross (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 I-D, 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:

This position oversees Oregon's administration of the federal Title I-A and IV-A programs, under the Elementary and Secondary Education Act (ESEA) as well as Tribal Consultation requirements for all ESEA Title programs. The ESEA focuses on ensuring that all students have the opportunity to meet challenging academic standards; have access to academically enriching curriculum; receive authentic engagement in the development of school and district plans; and have resources supporting their academic and behavioral needs. This position collaborates with other federal and state programs including all programs under the newly created Unified Application as well as ESEA Title IV-B, Foster Care, and McKinney-Vento to collectively provide a regional support structure of technical assistance to improve district systems and student outcomes as well as monitoring oversight for districts receiving funds under the Unified Application. This position will interact with state contacts, Tribal leaders, district leaders, schools, representatives at the state and federal level, including the U.S. Department of Education and others.

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.

40% - R E - Building the Capacity of Districts and Schools to Implement Effective Programs that Promote Educational Outcomes

- Lead statewide strategic planning efforts for the Unified Application including supporting the use of Oregon's set-asides funding under Title IIA and IVA.
- Collaborate on statewide strategic planning efforts for continuous district and school improvement as mandated under ESEA and Oregon statute.
- Build partnerships to leverage available resources, including federal Title I-A and IV-A funding, for expanding school-wide and district-wide capacity to improve instruction and student academic achievement.
- Collaborate in the alignment of Title I-A, Title IV-A and other federal programs with statewide efforts in school improvement, education technology, career and technical education, charter school efforts and other state initiatives.
- Develop guidance, tools, and other formal and informal resources on using Unified Application program funding to implement best instructional practices in response to LEA, community, and student strengths and needs.
- Collaborate with ODE's internal offices, including but not limited to the Office of Finance and Information Technology, ODE's procurement office, the Office of Indian Education; the Office of Education Innovation and Improvement; the Office of Equity, Diversity and Inclusion; and Office of Teaching Learning and Assessment to ensure effective alignment and implementation of federal and state program requirements.
- Implement the statewide plan as outlined in Oregon's approved Every Student Succeeds Act plan and make recommendations on the braiding and consolidating of funding for priority strategies.

- Provide technical support and training to educators, administrators, and other LEA staff, on the use of federal Title funds to support student learning and enhance district capacity to improve the outcomes for students.
- Work with district and community leaders to ensure that they are meeting all Consultation requirements under the Unified Application and provide support and coaching to districts to ensure outreach is authentic, meaningful, and strengthens relationships.

40% - R E - Coordinating the Planning and Implementation of Title Grant Programs

- Support statewide strategic planning efforts for programs mandated under ESEA in alignment with Oregon statute and coordinate with other strategic planning and implementation activities to improve education services across the state
- Interpret federal regulations, policies, and guidance and provide technical assistance on details of the ESEA programs to ensure compliance and as a guide to necessary program change and improvement
- Interpret and set policies related to Federal law, regulations and guidance to ensure state and local compliance and as a guide to necessary program change and improvement
- Actively participate in cross-office and intra-agency meetings and work teams as assigned to complete projects and tasks
- Collaborate in the alignment of ESEA programs with statewide initiatives and other federal programs, including all programs in the Unified Application.
- Review federal allocations and grant amounts, coordinating and communicating with ODE offices, districts, and other necessary education agencies.
- Collaborate on internal project budgets, spending plans and fiscal impact statements to support program and agency goals
- Process, evaluate, and approve district designed federal program plans and sub-grant applications and Unified Application through the federal monitoring process
- Review, evaluate, and approve district program budgets and expenditures, communicating with districts on allowable expenses and ways to leverage funds to maximize flexibility
- Design systems for completing federal program comparability requirements
- Develop evaluation strategies to address educational issues and the resolution of conflicts between districts, other institutions, parents and/or community members.
- Write and manage contracts and monitor contracted services for effectiveness, efficiency, and compliance with state and federal policies and procedures
- Analyze and track state legislative bills as assigned and prepare evidence-based testimony for administrative use before legislative committees and other stakeholder groups.
- Analyze proposed federal and state legislation for potential problems or advantages.
- Plan on-site visits, and lead a team to evaluate and review schools for compliance with regulations, policies and statutes pertaining to the ESEA Consolidated Federal monitoring efforts.
- Compile and evaluate federal and state-level program review information in relation to educational improvement and innovation and complete written reports that analyze trends in student progress.
- Lead follow up efforts regarding required corrective action with districts and other necessary educational agencies
- Speak in public to groups of teachers, local program directors and coordinators, administrators, professional organizations, and parents to communicate education strategies and solicit their support.
- Represent the agency in informational, educational, and public awareness presentations.
- Collect, compile, verify and submit data for required internal, state and federal reports, via the use of electronic databases, electronic tools.

15% - R E - Developing and Maintaining Structures to Support District Systems to Provide Access to Quality Instruction Aligned to Oregon's Standards

- Coordinate individual or group efforts to research best practice, find and develop resources, and provide technical assistance to schools and districts to leverage Unified Application funding to implement and assess instructional strategies that improve student learning.
- Prepare materials that guide districts in the measurement and evaluation of educational programs serving students supported by federal programs. This includes the monitoring efforts.

- Maintain knowledge and understanding of evidence-based education research and best practice and integrate such concepts into systems for implementation and technical assistance regarding the use of federal Title programs.
- Collaborate with other state agencies and multidisciplinary partners to ensure that current research, evidence, community experiences, and student voice informs ODE policies and processes implementing federal Title programs.
- Address questions and requests for information pertaining to federal Title programs, and Unified Application, including relevant laws, rules, and instructional standards.
- Coordinate communication and collaboration between districts and ODE teams to ensure federal and state program consolidation and ensure effective family and community engagement as it pertains to the development of school and district Title I-A plans and Unified Application.

5% - N E - Other Duties As Assigned

At All times - N E - Demonstrate commitment to professionalism

- Participate and engage in efforts to further OESO and agency-wide development and implementation of agency goals
- Have knowledge of ODE’s Strategic Plan to ensure that the shared vision and mission of OESO and ODE is clearly articulated in all work produced.
- Consistently treats customers, partners, vendors and co-workers with dignity and respect.
- Creates and maintains a work environment that is welcoming and respectful of diversity
- Sets clear guidelines and models expected professional behaviors
- Demonstrated commitment to promoting and fostering a diverse and discrimination/harassment-free workplace; establishing and maintaining professional and collaborative working relationships with all contacts; contributing to a positive, respectful and productive work environment; maintaining regular and punctual attendance; performing all duties in a safe manner; and complying with all policies and procedures.

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.

Regular and consistent attendance is an essential function of all positions in the office. Frequent contact by telephone, e-mail, in writing or in person with agency personnel and others.

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.

SECTION 5. GUIDELINES

List any established guidelines used in the position, such as state or federal laws or regulations, policies, manuals, or desk

procedures.

State and federal laws related to the provision of school services, including but not limited to state and federal laws related to the Individuals with Disabilities Education Act (IDEA), Free Appropriate Public Education (FAPE), Family Educational Rights and Privacy Act (FERPA), and supplemental materials, Federal Education Department General Administrative Regulations (EDGAR), Uniform Grant Guidance (UGG). Elementary and Secondary Education Act, federal programs under ESSA, federal regulations, Civil Rights Act, and Vocational Rehabilitation Act.

How are these guidelines used?

To comply with all laws, regulations, policies, procedures, and guidelines in the performance of duties; maintain confidentiality and appropriate dissemination of information and research results; at times develop and adapt guidelines to specific circumstances of assignments in response to unprecedented problems or issues.

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?
District Administrators	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily
Parents	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	As Needed
Professional Groups and Community Based Organizations	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
State Agencies and Administration	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly
Teachers and Specialists	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	As Needed

SECTION 7. POSITION RELATED DECISION MAKING

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

Must be able to be familiar with state laws, educational systems, and apply them to challenges presented by LEAs. Must be familiar with education research around federal Title programs under ESEA as well as the Unified Application. In particular be able to interpret and use research findings in development of programs. Must be able to facilitate complex situations. Skilled at working within a team-based decision-making structure.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	0000112	In Person, by mail, email or telephone	As Needed	To ensure that the employee has sufficient resources to accomplish required work; to keep lines of communication with supervisor open and clear; establish goals and review work plan.
EPM 3	0000112	In Person, by mail, email or telephone	Quarterly	To evaluate employees job performance quarterly in alignment with Department of Administrative Services and ODE standards; identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan.

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:

- Experience with operating federal programs in a school or district setting within the last 5 years.
- Extensive knowledge of federal regulations including EDGAR and UGG.
- Extensive experience providing technical assistance to school districts, tribes, community groups or the public on federal rules, regulations, and policies.
- Extensive grant management or budget experience.
- Knowledge of federal rules and regulations regarding use of funds and allowability including strategies to braid and blend funds and understanding of federal supplement not supplant rules as well as Maintenance of Effort.
- Ability to facilitate group dialogues and solicit and value diverse viewpoints.
- Ability to establish effective relationships with a variety of education and community partners.
- Ability to demonstrate a leadership role as part of a collaborative team effort.
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Ability to multitask and work in a fast paced environment.
- Working knowledge of presentation, meeting software, and project management tools.
- Experience in applying web technology as a communication tool.
- Evidence of strong verbal and written communication, facilitation, and collaboration skills.

- Demonstrated proficiency and fluency with project management focused on systems level organizational change.

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

_____ Employee	_____ Date
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_____ Manager	_____ Date
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_____ Appointing Authority	_____ Date
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