



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Expanded Learning Team - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Education Program Specialist 2 (Unfilled)	Position ID:	000000052540
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	375720
Location:	Salem ODE Public Service Building		
Supervisor:	Raquel Gwynn (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.

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 Office of Teaching, Learning & Assessment contributes to ODE's mission of fostering equity and excellence for every learner through collaborations with educators, partners, and communities by providing support in overall school improvement efforts to Oregon's school districts. The work of OTLA includes helping districts meet the standards for Oregon elementary and secondary schools, including both implementation and monitoring of educational program standards such as the Division 22 Standards, and developing and supporting local implementation of instructional standards and materials; supporting well-rounded learning strategies, including implementation of statewide literacy, digital learning, and STEM initiatives, and expanded learning opportunities.

The major activities of the office include: leading for instructional improvement and literacy outcomes, development and implementation of content standards in academic content areas, adoption of instructional materials, improving district systems, proficiency-based teaching and learning, talented and gifted education, advanced placement, and expanded learning. The work of this office impacts local school districts, education service districts, professional associations, other agencies involved in education programs in kindergarten through post-secondary education, and private schools. Staff members work with a variety of schools and districts on educational program planning, curriculum development, professional development for teachers and administrators, and compliance with federal and state laws/regulations in order to center equity and excellence for every Oregon student.

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, monitoring, federal reporting, and continuous quality improvement of the federal Title IV-B, 21st Century Community Learning Centers (21st CCLC) program, authorized under the Elementary and Secondary Education Act (ESEA). The purpose of the 21st CCLC grant is to provide academic enrichment opportunities during non-school hours for children, particularly those attending high-poverty and low performing schools, to help them meet challenging state academic standards. The program also offers families of participating students literacy and other educational development opportunities to strengthen school-family partnerships. This includes access to academically enriching curriculum; receive authentic engagement in the development of school and district plans; and have resources supporting their academic, social-emotional, behavioral, and mental health needs.

This position is responsible for supporting subgrantees through training, technical assistance, and data-driven decision-making to ensure effective, compliant, and equitable program implementation. The position collaborates closely with other members of the Expanded Learning Team, which includes the State Summer Learning Grants and Early Literacy Community Grants to align federal and state investments that expand access to high-quality out-of-school time programming. This position also coordinates with other ODE offices, districts, and community partners to promote academic excellence, belonging, and student well-being beyond the school day. Serving as the primary point of contact for the 21st CCLC subgrantees, this position ensures that Oregon's program implementation fulfills the intent of the Title IV-B program to close opportunity gaps through high-quality, evidence-based expanded learning opportunities.

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.

35%

R

E

Building the Capacity of Programs and Schools to Implement Effective Title IV-B,

Expanded Learning Programs that Promote Educational Equity

- Lead work groups that partner with local, state and national programs, agencies and organizations to increase district and school capacity to develop school-wide and district-wide Title IV-B 21st Century programs that advance educational equity, improve instruction, and evaluate program and school effectiveness by analyzing program quality indicators.
- Build partnerships to leverage available resources, including federal Title IV-B 21st Century funding, for expanding school-wide and district-wide capacity to improve instruction and advance educational equity in expanded learning programs.
- Collaborate in the alignment of federal programs with statewide efforts in summer learning and afterschool programs, school improvement, Oregon's social-emotional and mental health efforts, education technology, career and technical education, charter school efforts and other state initiatives.
- Develop guidance, tools, and other formal and informal resources on using Title IV-B 21st Century program funding to implement best instructional practices in response to LEA, community, and student strengths and needs; this includes developing resources that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identities.
- Collaborate with other OTLA teams and ODE's internal offices, including the Office of Indian Education; the Office of Education Innovation and Improvement; the Office of Equity, Diversity and Inclusion; and Office of Enhancing Student Opportunities to ensure effective alignment and implementation of the Title IV-B 21st Century program requirements and provide leadership for developing a system of resource alignment to assist district in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services.
- Implement the statewide goals as outlined in Oregon's approved Every Student Succeeds Act plan and make recommendations on the braiding of funding for priority strategies.
- Provide technical support and training to educators, administrators, community organizations, and other LEA staff, on the use of federal Title IV-B 21st Century program funds to support student learning and enhance educator capacity to apply evidence-based and culturally relevant and responsive curriculum to improve student outcomes.

25%

R

E

Developing and Maintaining Structures to Support 21st CCLC 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 programs, schools, and districts to leverage Title IV-B 21st Century Program funding to implement and assess culturally sustaining instructional strategies that advance educational equity and improve student outcomes.
- Prepare materials that guide districts in the measurement and evaluation of educational programs serving students supported by federal programs. This includes monitoring efforts.
- Maintain knowledge and understanding of evidence-based education research and best practice and integrate such concepts into systems for implementation 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 Title IV-B 21st Century, including relevant laws, rules, and instructional standards.

35%

R

E

Coordinating the Planning and Implementation of Title IV-B Grant Programs

- Support statewide strategic planning efforts for programs mandated under ESEA / ESSA 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, expanded learning programs and other federal programs, including school and district improvement, Tribal consultation, IDEA, Carl Perkins / CTE, and others
- Develop and implement internal routines to evaluate effectiveness of agency initiatives
- Communicate with and advise districts regarding federal allocations and grant amounts, coordinating and communications with ODE offices, districts, and other necessary education agencies

- Develop 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 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
- 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
- Plan on-site visits, and lead a team to evaluate and review schools for compliance with regulations, policies and statutes pertaining to the Title IV-B program.
- 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.

5%

NC

E

Other Duties As Assigned

At All times

NC

E

Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description

- Learn and apply knowledge and skills to interrupt systemic oppression
- Participate and engage in efforts to further OTLA and agency-wide development and implementation of equity goals
- Have knowledge of and apply tools, such as the Equity Lens, Strategic Plan, Culturally Responsive Community Engagement tool, the Protocol for Culturally Responsive Organizations, etc., to all work to ensure that the shared vision and mission of OTLA and ODE is clearly articulated in all work produced.

Demonstrate professionalism

- 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

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 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.

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.

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.

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

This position operates under an extensive framework of federal and state laws, regulations, and administrative guidance governing public education and federal grant management, including but not limited to: the Individuals with Disabilities Education Act (IDEA), Free Appropriate Public Education (FAPE), Family Educational Rights and Privacy Act (FERPA), Federal Education Department General Administrative Regulations (EDGAR), Uniform Grant Guidance (UGG), Elementary and Secondary Education Act (ESEA), Every Student Succeeds Act (ESSA), 21st CCLC Non-Regulatory Guidance, Civil Rights Act, and Vocational Rehabilitation Act.

How are these guidelines used?

b. 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?
Community Based Organizations	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly
Parents	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	As Needed
Professional groups	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
School Administrators	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly
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	Weekly

SECTION 7. POSITION RELATED DECISION MAKING

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

This position exercises professional judgment in interpreting and applying federal and state education laws and regulations, particularly ESSA Title IV-B (21st CCLC) and Uniform Grant Guidance (2 CFR Part 200), to complex fiscal and programmatic decisions affecting local grantees. The specialist advises districts, ESDs, and community partners on compliance, allowable uses of funds, and evidence-based program design to improve outcomes for students in high-poverty, low-performing schools. Decisions directly influence the fiscal integrity, equity, and effectiveness of Oregon's statewide 21st CCLC program and shape how federal resources are implemented. The position operates within a collaborative, team-based structure and applies an equity lens to ensure expanded learning programs are high-quality, inclusive, and responsive to community needs.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
EPM 3	2700041	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, Continued	2700041	In Person, by mail, email or telephone	Quarterly	To evaluate employees job performance over the past 12 months: 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:

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

REQUESTED SKILLS

Strong communication skills, including speaking, writing, and presenting.

Fluency with office software, applications, collaborative platforms, virtual meeting apps, and presentation software (e.g., Microsoft Office products, Google Suite, Smartsheet, Adobe, Zoom, Microsoft Teams, GoTo Meeting)

Strong organization and project management skills, including the ability to manage multiple priorities; work with multiple deadlines, continual change, and at times heavy workloads; and pivot between competing priorities (including many same-day requests) and situations with ease and grace.

Knowledge of federal data collections and how it impacts federal implementation at the school and district levels

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.

Extensive knowledge of federal regulations regarding title programs including extensive knowledge of EDGAR and UGG

Extensive grant management experience, including the allocations process

Experience operating multimillion dollar budgets and developing spending plans

Experience providing advice or technical assistance to school districts, tribes, community groups or public.

Ability to interpret and apply federal and state education policy to local implementation through guidance, technical assistance, and monitoring.

Ability to coordinate statewide networks and partnerships with federal, state, and community stakeholders to strengthen expanded learning opportunities.

Ability to establish effective relationships with culturally diverse partners and community groups representing a variety of perspectives and lived experiences.

Ability to facilitate group dialogues and solicit and value diverse viewpoints.

Ability to demonstrate a leadership role as part of a collaborative team effort

Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools

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.

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.

SECTION 11. BUDGET AUTHORITY

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

Operating Area

Biennial Amount

Fund Type

SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee

Date

Manager

Date

Appointing Authority

Date