



# State of Oregon Position Description

**Company:** Oregon Department of Education  
**Organization:** Office of Indian Education - ODE  
**Service Type:**

## SECTION 1. POSITION INFORMATION

|                           |   |                        |              |
|---------------------------|---|------------------------|--------------|
| <b>Job Profile Title:</b> | Program Analyst 3                             | <b>Job Profile ID:</b> | 0862         |
| <b>Business Title:</b>    | Early Literacy Program Analyst (Unfilled)     | <b>Position ID:</b>    | 000000183234 |
| <b>Employee Name:</b>     |   | <b>Company ID:</b>     | 58100        |
| <b>Representation:</b>    | OAS   | <b>Budget Auth No:</b> |              |
| <b>Location:</b>          | Salem   ODE   Public Service Building         |                        |              |
| <b>Supervisor:</b>        | April Campbell (Education Programs Manager 3) |                        |              |
| <b>Position:</b>          |   |                        |              |
| <b>Time Type:</b>         | Full Time                                     |                        |              |
| <b>FLSA:</b>              | Non Exempt                                    |                        |              |
| <b>Exempt Reason:</b>     |   |                        |              |
| <b>Overtime Eligible:</b> | Yes   |                        |              |
| <b>Employee Type:</b>     | 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 Indian Education provides assistance to school districts in meeting the educational needs of Native American students, youth, families, and educators and upholds the Government to Government relationship with the nine federally recognized tribes in Oregon (referred to "Tribes"). Additionally, the Office maintains and implements the American Indian / Alaska Native Student Success Plan.

The purpose of the American Indian/Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision. The AI/ AN Student Success Plan is an effective strategy that will increase attendance rates, high school graduation rates and create pathways for equity and excellence for all AI/AN students.

The mission of the Office of Indian Education is to support the efforts of local educational agencies, Tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/Alaska Native students; and ensure that all students have the supports needed to be successful.

Vision of the Office of Indian Education: Our traditional Native cultures and values are the foundations of our learning, therefore, the Office of Indian Education shall:

- Promote the understanding and use of educational sovereignty;
- Support use of traditional knowledge and language;
- Improve educational opportunities and results in our communities; and
- Continue to support individual identities of our Native students and youth.

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 serves as an integral member of the Office of Indian Education, with the purpose of developing, expanding, evaluating, and updating the Early Literacy Success Tribal Grant Program, which is one of the objectives outlined in the AI/AN Student Success Plan to implement the Governor's Early Literacy Success Initiative and building federally recognized tribal capacity to improve early literacy outcomes for students within tribal communities in Oregon. This position will interact with the nine federally recognized tribal governments in Oregon, state contacts, district leaders, schools, parents, representatives at the state and federal level including partner agencies, the Educator Advancement Council, schools, grant recipients, 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.

### 30% - N E - Early Literacy Success Tribal Grant Program Development

- Lead collaborative efforts with Tribes and Literacy Team members to design and implement Oregon's Early Literacy Program, which includes implementation of Oregon's Early Literacy Framework, the Early Literacy Success Tribal Grant Program, and related grant programs.
- Analyze proposed legislation pertaining to early literacy for potential problems or advantages and ensure that documentation is in place to support conclusions.
- Lead actions to implement new legislation by incorporating legislative mandates into program standards.
- Develop Oregon Administrative Rules and internal policies and procedures.
- Coordinate and manage administrative rule process.
- Resolve statewide program and policy issues and develop strategies and problem solving models to address issues in a manner that promotes educational equity and antiracism as it relates to Tribes.
- Analyze and evaluate data, policies, and proposals pertaining to early literacy instruction and the Early Literacy Success Tribal Grant Program, identify the potential impact, and recommend a course of action.
- Develop, publish, and maintain an online, easily accessible inventory of literacy assessments, tools, curricula and digital resources being used to support early literacy in early elementary grades that respond to Tribal governments, community, and student needs. This includes developing resources that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identities.
- Organize and lead meetings with content area specialists, directors and other leadership within ODE and with external education experts at Tribes, the local, state, and national level to improve the Early Literacy Success Tribal Grant Program, focusing on meeting the individualized Early Literacy priorities for each Tribe participating in the Early Literacy Success Tribal Grant Program

- Identify implementation challenges, promising practices, and areas for program improvement. Elevate findings to the initiative lead and collaborate on appropriate course of action to maximize program resources and services.

### **30% - N E - Early Literacy Success Tribal Grant Program Administration and Evaluation**

- Monitor Early Literacy Success Tribal Grant Program recipients' progress toward achieving the goals established in their early literacy success plan and intervene when a grant recipient does not meet the goals established in their early literacy success plan.
- Assist with monitoring grant recipient progress toward established goals and support follow-up technical assistance activities.
- Evaluate program by analyzing system health indicators, such as assessment data and progress markers.
- Review grant applications, budgets, and program reports; summarize implementation progress, trends, and technical assistance needs for review.
- Review and evaluate reports submitted annually by Early Literacy Success Tribal Grant Program recipients summarizing progress toward achieving the goals established in their early literacy success plan and providing evidence of implementation and outcomes.
- Plan on-site visits; lead a team to evaluate and review Tribes for compliance with regulations, policies, and statutes; and provide consultative advice to Early Literacy Success Tribal Grant Program recipients and their education partners on methods to gain compliance with the Early Literacy Success Tribal Grant Program and related state and federal requirements.
- Track legislation, analyze bills, and propose amendments.
- Analyze reports, complex policies, and proposed programs (internal and external) pertaining to early literacy and assist in agency response.
- Coordinate with work groups that partner with federally recognized tribal governments, state and national programs, agencies and organizations to monitor non-competitive grant programs under the Early Literacy Success Tribal Grant Program that increase the capacity to improve early literacy instruction.
- Prepare testimony for administrative use before legislative committees.
- Coordinate grant timelines, reporting requirements, and deliverables in collaboration with the initiative lead.
- Provide technical assistance to grant recipients in developing and implementing the early literacy success plan required under the Early Literacy Success Tribal Grant Program.
- Develop budget and fiscal impact statements to support Early Literacy Success Tribal Grant Program strategies.
- Provide grant recipients with professional development in aligning their early literacy success plan with their SIA plan and prioritizing early literacy investments.
- Address questions and requests for information regarding early literacy instruction and Oregon's Early Literacy Framework, including relevant laws, rules, and instructional standards.
- Support collection, organization, and validation of program data related to early literacy and Tribal language initiatives.
- Assist in preparing summaries, reports, dashboards, and briefing materials for internal leadership and partners.
- Evaluate Tribal applications on an annual basis for the Early Literacy Success Tribal Grant Program.
- Lead the development of quality assurance models and coordinate strategic planning activities designed to improve education services in the area of early literacy instruction based on district effectiveness findings.

### **20% - N E - Building Collaborative Partnerships to Support the Early Literacy Tribal Grant Program**

- Build partnerships at the national level and with state agencies and other state and local partners to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity to improve early literacy instruction.
- Collaborate closely with members of the Literacy Team in the Office of Teaching, Learning, and Assessment to maintain Oregon's Early Literacy Framework and ensure that it reflects the latest research and evidence-based practices around early literacy.
- Collaborate with other offices within ODE, as well as partner agencies, to provide consultative advice and leadership for developing a system of resource alignment to assist Early Literacy Success Tribal Grant Program recipients and their education partners in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services including but not limited to early literacy instruction and outcomes.

- Coordinate or collaborate with staff across ODE and with tribes, partner agencies, and other external education partners to support the development and sustainment of a professional learning community for early literacy instructional leads, including through educational conferences, workshops, and seminars.
- Collaborate with other state agencies and multidisciplinary partners to ensure that current research, evidence, tribal community experiences, and student voice informs ODE policies, programs, and recommendations in the area of early literacy.

**15% - N E - Support the OIE's collective implementation of the American Indian / Alaska Native Student Success Plan.**

- Partner and collaborate with State agencies, Tribes, and stakeholders in the alignment, design, and implementation of systems to support American Indian youth and students.
- In consultation with Office of Indian Education staff, manage and coordinate the formulation of American Indian policies statewide.
- In collaboration with other staff within Office of Indian Education, develop short and long term goals, objectives for implementation of the AIANSSEP.
- Facilitate the implementation of new programs (resource distribution, accountability measures, transparency efforts, equity alignment, etc.) related to the AIANSSEP.
- Draft, research and advise on policy options relating to American Indian youth and students.
- Analyze and evaluate data, policies, proposals pertaining to AIAN SSP goals, objectives, and strategies.
- Provide consultative advice to Assistant Superintendent of Office of Indian Education, in areas to support American Indian youth and students.
- Represent the agency before tribal representatives, boards and other agencies, state legislature or other stakeholder groups.
- Assist in the AIANSSEP Request for Application and/or Request for Proposals process, including but not limited to: development application, development of the review and scoring process, analysis of results, award notifications, monitoring and assessment.
- Assist in the development of performance outcomes linked to investment contracts, including establishment of criteria and measuring effectiveness.
- Write statistical and narrative summary reports related to contracts and other research activities and findings.
- In consultation with Office of Indian Education, develop Key Performance Measures (KPM's, collect and analyze data; provide quarterly reporting).
- Manage contracts related to AIANSSEP.
- Collaborate with Office of Indian Education staff to write administrative rules based on changes in AIANSSEP objectives.

**5% - N NE - Other Duties as Assigned**

**At All Times - N 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 OIE 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 OIE and ODE is clearly articulated in all work produced.
- Ensure that equity and culturally responsive practices are embedded across all assigned projects.

**Demonstrate professionalism**

- Consistently treats Tribes, 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.**

Frequent contact by telephone, e-mail, in writing or in person with agency personnel and others. The position may require some weekend and evening hours. Occasional in state-travel may be necessary and require sitting/driving for extended periods of time and overnight travel.

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.**

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), ODE Ready Schools, Safe Learners Guidance (RSSL) and supplemental materials, Federal Education Department General Administrative Regulations (EDGAR), Oregon's Early Literacy Framework, and HB 3198 (2023).

**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?**

| <b>Who</b>                                      | <b>How</b>                             | <b>Purpose</b>  | <b>How Often?</b> |
|---|--|---|-------------------|
| Community-based organizations, non-profits      | In Person, by mail, email or telephone | Technical assistance, training, and information sharing | Monthly           |
| Professional & Advisory groups                  | In Person, by mail, email or telephone | Provide and gather information                          | As Needed         |
| State Agencies and administration               | In Person, by mail, email or telephone | Make inquiries, and/or provide information              | Monthly           |
| Tribes, Department staff, members of the public | In Person, by mail, email or telephone | Providing information                                   | Daily             |

## SECTION 7. POSITION RELATED DECISION MAKING

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

This position determines and recommends agency policy, develops processes, procedures, action plans, and strategy for programs and services of statewide impact. This position determines the implications of federal and state legislation; determines the best course of action to recommend to senior leadership; and identifies and effectively recommends means and methods to carry out agency and state policies, programs and services. This position makes decisions regarding Tribes' compliance with the Early Literacy Success Tribal Grant Program, including but not limited to programmatic, data, fiscal requirements and eligibility to receive funding and determining the best use of funds.

## SECTION 8. REVIEW OF WORK

| Job Profile                  | Position ID | How                                    | How Often | Purpose of Review  |
|------------------------------|-------------|--|-----------|--|
| Education Programs Manager 3 | 34009       | 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                        | 34009       | In Person, by mail, email or telephone | Quarterly | To evaluate employees job performance: 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:

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 a driver license and an acceptable driving record or an alternative means of transportation.

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 |
|----------------|-----------------|-----------|
|----------------|-----------------|-----------|

## SECTION 12. ORGANIZATIONAL CHART

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

## SECTION 13. SIGNATURES

|                   |               |
|-------------------|---------------|
| _____<br>Employee | _____<br>Date |
|-------------------|---------------|

|                  |               |
|------------------|---------------|
| _____<br>Manager | _____<br>Date |
|------------------|---------------|

|                               |               |
|-------------------------------|---------------|
| _____<br>Appointing Authority | _____<br>Date |
|-------------------------------|---------------|