



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Research and Information Systems - ODE
Service Type: Representable Classified

SECTION 1. POSITION INFORMATION

Job Profile Title:	Program Analyst 3	Job Profile ID:	C0862
Business Title:	Program Analyst 3 - SR29 - Exempt	Position ID:	000000041312
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	581420
Location:	Salem ODE Public Service Building		
Supervisor:	Leah Thorp (Research, Analysis, and Statistics Manager 3)		
Position:	Program Analyst 3		
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:			
Overtime Eligible:	No		
Employee Type:			

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's (ODE's) mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities. In fulfilling its mission, ODE has a vision to ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system. As public servants, staff within ODE embody the following values of state service:

- **Accountability:** Own and take responsibility for quality of outcomes for Oregonians.
- **Equity:** Create and foster an environment where everyone has access and opportunity to thrive.
- **Excellence:** Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
- **Integrity:** Be honest and transparent regardless of the situation.

ODE provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. ODE's responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs in Oregon youth correctional facilities, and non-public schools. We are responsible for childcare licensing and supporting statewide childcare professional development and quality improvement efforts. Additionally, the agency houses the Early Learning Division and the Youth Development Division.

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, connect K-12 learning to post-secondary opportunities, meet the requirements of Perkins V, support CTE and STEM state-wide initiatives, lead for Digital Learning, oversee Federal Programs under ESEA, develop and deliver the state's assessments of student learning, and support districts with implementation of Ready Schools Safe Learners and Comprehensive Distance Learning. The major activities of the office include: leading for instructional improvement, implementation of Perkins V requirements, CTE/STEM program implementation, development and implementation of content standards in academic content areas and career and technical education, improving district systems, instructional materials adoption, proficiency-based teaching and learning, alternative education, talented and gifted education, advanced placement, administration and oversight of Federal Programs under ESEA, and state assessments. 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.

This position supports efforts by and between the Department of Education and local schools, districts, and community colleges in implementing research-based, innovative programs that integrate academic and career and technical education. This position focuses primarily on accountability as it relates to federal and state performance metrics. As an interface between internal and external staff, this position ensures that performance measures and data programming are coordinated and effectively communicated to key partners. This position provides ongoing training and support to improve data-literacy and the use of data to inform program development and implementation. This position also handles data requests from internal and external partners as it relates to CTE.

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.

45% - R E - CTE Program Administration and Data Analysis

- Evaluate and recommend program priorities and strategies to achieve the goals and funding requirements for career and technical education (CTE) and establish program guidelines, administrative rules, and structure implementing CTE.
- Design service delivery processes and procedures for statewide support of CTE programs; research and evaluate information on standards of practice and service delivery to solve operational problems and develop options to improve operations.
- Document processes by which CTE data is collected, stored, and manipulated to provide an understanding of the methodology used in producing estimates and forecasts.
- Develop a toolkit of resources to communicate CTE Performance Measures.
- Provide consulting services and technical assistance to school districts, Office of Community Colleges and internal staff including the Office of Information Technology (OIT) relating to data collection, performance measures, interpretation and record keeping to support Oregon's Career and Technical Education program including the Carl D. Perkins Act, CTE Revitalization and related projects, and other pertinent federal and state legislation.
- Provide technical assistance, training, education, and other supportive activities to school districts, CTE Regional Coordinator, the Office of Community Colleges, and internal ODE staff, including information technology staff, relating to data collection, performance measures, interpretation, and record keeping supporting Oregon's Career and Technical Education program.
- Recommend legislative concepts and policy option packages to expand or revise program operations; track legislative bills related to career and technical education; prepare testimony to committees on effects of career and technical education programs and related proposed legislation, testify as requested; respond in writing and in person to legislative requests for information and report on program progress in coordination with Director, Assistant Superintendent and ODE Legislative staff.
- Prepare documents and reports on participation, concentration, and completion in CTE programs, work-based learning, and career exploration experiences.
- Assist with completion of the Consolidated Annual Report (CAR) to the Office of Career Technical and Adult Education (OCTAE).
- Prepare documents and reports and participate in performance negotiations with the USDOE and for the Oregon Legislature.
- Contribute to the compilation of online and web resources relevant to career and technical education policy and best practices as it relates to data and accountability.
- Identify and articulate issues that need policy direction and/or procedural improvement and develop strategies for addressing issues.
- Coordinate CTE data requests and reporting.

15% - R E - CTE Monitoring and Evaluation

- Monitor progress of state and partner organizations, including district and ESDs, in implementing CTE programs and collaborate with program representatives to develop plans that increase program effectiveness.
- Study program operations and data system issues / anomalies; evaluate program service problems or successful operational practices to identify communication needs and revise guidelines for use by other public and community organizations and adapt procedures to improve program operations, including identifying barriers to program participation and designing strategies to eliminate barriers.
- Collect and review program documentation from districts and ESDs and evaluate school programs for the purpose of identifying districts to monitor.
- Coordinate with the Methods of Administration coordinator to clarify data to be used for Civil Rights monitoring; determine the extent to which districts and ESDs properly use resources, including by conducting follow-up program evaluation for programs with conditional funding approval.
- Suggest changes in operating procedures or practices to improve data quality for Career Pathways grants and the CTE State plan and support new or changing program priorities, such as for the reassignment or training of staff; elimination or realignment of functions; and revision of program guidelines, standards, plans or budgets to allow for additional resources.
- Collaborate with ODE's IT team to redesign reports and data dashboards to better serve ODE, CTE Regional Coordinators, ESDs, districts, and schools in data analysis and identification of equity issues.
- Conduct continuous outreach to districts and ESDs and provide technical assistance to bring program implementation efforts into consistency with requirements.

10% - R E - CTE Fund Distribution and Grant Administration

- Recommend program administrative budget and recommend adjustments to meet changing priorities; monitor program budget expenditures.
- Provide analysis of ODE financial data in response to data requests from Legislators, education and community partners, and the general public
- Support the calculations of districts' Career Pathways allocations based on CTE data, statute, and rule, and serve on a team to administer grant programs.
- Review requests for program funding and evaluate requests against requirements; evaluate studies, analyses or technical plans for cost effectiveness or feasibility and decide eligibility for program funding.
- Collaborate with staff from ODE's school finance, procurement, and IT departments to develop fund disbursement formulas and establish and implement CTE grant application processes and reports, including developing and distributing forms, documentation, and other applicable resources.
- Develop strategies for leveraging funding available through federal and state career and technical education programs and grants and minimizing financial risk to the state and partner program agencies.
- Research and identify program-related grant funding.

25% - R E - Implementing CTE State Plan

- Create an annual work plan with the Data-Literacy Action Plan workgroup and SPST team leadership; ensure that the work plan promotes antiracism and supports creating inclusive, culturally sustaining and equitable opportunities; and apply ODE's equity decision tool to policies and practices developed under the work plan.
- Maintain a Data-Literacy action plan and communicate status updates and task completion to the SPST Director and team members using program management tools such as Smartsheet.
- Plan and conduct Data-literacy workgroup meeting at least monthly; this includes creating agendas, facilitating meetings, and coordinating with support staff and other team members to schedule meetings; collaborating with other members of the SPST Team to create clear objectives for the work; and tracking who is responsible to complete tasks; communicating and coordinating with other State Plan implementation teams where work intersects; sharing updates, seeking support, and problem solving barriers at monthly State Plan Implementation Team meetings; and gathering feedback from education, community, and business partners.
- Attend and participate in State Plan Implementation and other relevant meetings and prepare routine communications regarding progress on implementation for diverse audiences, including the CTE Steering committee; ODE's executive leadership; the State Board of Education; the Higher Education Coordinating Commission; and Legislature; and impacted education, community, and business partners.

5% - N E - 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 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.

Demonstrate focus and support of college- and career- readiness and post-secondary transitions

Demonstrate expectations for communication

- Encourage open expression of ideas and opinions; listen with cultural humility; confirm understanding of feedback and suggestions; and set direction with thoughtful attention
- Recognize and address issues in a courageous manner; ask the difficult questions and have difficult conversations when needed
- Articulate clear thoughts and ideas in multiple settings and audiences
- Outline agency's vision; connects people to the "big picture"
- Foster trust in the workplace through direct, respectful and transparent interactions with internal and external stakeholders

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.

Weekly, monthly, and annually occurring deadlines, as well as emerging priorities. Multiple interruptions from telephone, email, and individuals seeking information while managing several projects simultaneously. Regular and consistent attendance is an essential function of all positions in the office. This position requires a flexible work schedule that involves statewide and occasional national travel. Required travel may include evenings, weekends and overnight stays. The position requires a valid driver's license and a good driving record. If not, the employee must be able to provide an acceptable alternate method of transportation.

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 Carl D. Perkins Act, Oregon's Methods of Administration Plan (Civil Rights), Oregon State Plan for Career and Technical Education, State laws (e.g. statutes and OARs) governing CTE implementation in Oregon, ODE's Equity Stance; school laws related to charter schools, ESDs, and school district funding and governance; OARs; Oregon Department of Education's Numbered Memos; grant management, budget, and procurement procedures

How are these guidelines used?

As reference in order to give correct information to staff, publishers, and the general public. Also used when determining criteria and other instructional materials documents.

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 Professionals	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
Department staff, local school personnel, members of the public	In Person, by mail, email or telephone	Provide general and specific information on the Menstrual Dignity Act	Daily
Professional groups	In Person, by mail, email or telephone	Make inquiries and/or provide information	Monthly
State agencies and administration	In Person, by mail, email or telephone	Program Coordination	Monthly

SECTION 7. POSITION RELATED DECISION MAKING

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

The person in this position uses initiative and independent judgment to analyze situations and make decisions. The supervisor gives guidance to the person in this position during the development of the program, after which the person in this position proceeds with considerable independence and functions in all aspects of the assignment within the limits of acceptable practices and administrative policy.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
RASM3	164334	In Person, by mail, email or telephone	Regularly	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. 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:

Candidates who are the most competitive will possess the following background, skills, and experience:

- Experience analyzing large amounts of data and summarizing data to drive education program improvement.
- 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.
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Strong comprehensive writing skills
- Experience in oral presentations and presentation software
- Experience with Google Applications and other virtual collaboration platforms.
- Experience providing advice or technical assistance to school districts, tribes, community groups or public.
- Experience working with culturally and individually diverse groups.
- Ability to solicit and value diverse viewpoints.
- Ability to establish effective relationships with a variety of stakeholders and community groups
- 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
- Ability to multitask and work in a fast paced environment
- Ability to take broad concepts and convert them to guidance and direction

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