



STATE OF OREGON  
POSITION DESCRIPTION

Position Revised Date:

Agency: Department of Early Learning & Care

Facility: Programs - DELC

New       Revised

This position is:

Classified  
 Unclassified  
     Executive Service  
 Mgmt Svc – Supervisory  
 Mgmt Svc – Managerial  
 Mgmt Svc - Confidential

**SECTION 1. POSITION INFORMATION**

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| a. Classification Title:                     | <u>Program Analyst 3</u>   |   |  | b. Classification No:  | <u>0862</u>  |  |  |
| c. Effective Date:                           | <u>01/01/2026</u>  |   |  | d. Position No:  | <u>2510115</u>   |  |  |
| e. Working Title:                            | <u>Preschool Promise<br/>Quality Assurance<br/>Specialist</u>                                  |   |  | f. Agency No:  | <u>58800</u>   |  |  |
| g. Section Title:                            | <u>Administration Office</u>   |   |  | h. Budget Auth No:   |  |  |  |
| i. Employee Name:                            |  |   |  | j. Repr. Code:   | <u>OAS</u>   |  |  |
| k. Work Location (City – County):            | <u>Salem – Marion County</u>   |   |  |  |  |  |  |
| l. Supervisor Name: <u>Kelsey Culbertson</u> |  |   |  |  |  |  |  |
| m. Position:                                 | <input checked="" type="checkbox"/> Permanent<br><input checked="" type="checkbox"/> Full-Time | <input type="checkbox"/> Seasonal<br><input type="checkbox"/> Part-Time | <input type="checkbox"/> Limited Duration<br><input type="checkbox"/> Intermittent   | <input type="checkbox"/> Academic Year<br><input type="checkbox"/> Job Share |  |  |  |
| n. FLSA:                                     | <input checked="" type="checkbox"/> Exempt<br><input type="checkbox"/> Non-Exempt              | If Exempt:  | <input type="checkbox"/> Executive<br><input checked="" type="checkbox"/> Professional<br><input type="checkbox"/> Administrative<br><input type="checkbox"/> Computer | o. Eligible for Overtime:  | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |  |  |

**SECTION 2. 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 Department of Early Learning and Care (DELC) is a new Oregon state agency that supports the development and well-being of all Oregon children and ensures families in every corner of the state have access to high-quality early learning and care. DELC also supports child care professionals by providing technical assistance, professional development opportunities, business services, licensing, grants and other resources. DELC was created by the Oregon Legislature in 2021 to unify and strengthen Oregon's early learning system. On July 1, 2023, DELC was established, bringing together the Oregon Early Learning Division (from the Department of Education) and the Employment Related Day Care (ERDC) program (from the Department of Human Services).

The mission of the Oregon Department of Early Learning and Care (DELC) is to foster coordinated, culturally appropriate and family-centered services that recognize and respect the needs of all children, families and early

learning and care professionals. Our vision is that children, families, early care and education professionals and communities are supported and empowered to thrive.

**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 the Preschool Promise Quality Assurance Specialist is to lead efforts, within Preschool Promise, to ensure program services meet state and national standards of quality. This includes developing performance measures for the standards and monitoring protocols with the goal of instituting a continuous cycle of data-driven quality improvement. This position will use performance measures to make recommendations for professional learning, program improvements, systems changes and policy recommendations. This position plans, manages, and evaluates Preschool Promise and gives consultative advice to grantees, agency staff, and state agencies and develops quality/compliance improvement plans in coordination with the Compliance and Monitoring Specialist. This position collaborates with other state agencies, Tribal nations, community organizations or private businesses to plan program services, maximize resources to achieve similar goals. This position contributes to the development of program standards that others must follow to obtain program funding, work with others to gain agreement on acceptable operational procedures and use of resources, or develop new strategies for program funding.

### **SECTION 3. DESCRIPTION OF DUTIES**

**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.**

| % of Time | N/R/NC | E/NE | DUTIES |
|-----------|--------|------|--------|
|           |        |      |        |

|                   |          |          |   |
|-------------------|----------|----------|---|
| <p><b>15%</b></p> | <p>N</p> | <p>E</p> | <p><b><u>Program Development and Administration</u></b></p> <ul style="list-style-type: none"> <li>• Collaborate across teams at the Department of Early Learning and Care to improve monitoring and quality within Preschool Promise.</li> <li>• Collaborate with CCLD on the development and implementation of Preschool Promise site visit procedure</li> <li>• Makes policy, contractual, and programmatic recommendations to Preschool Promise Program Specialist and Child Care and Early Learning Administration Manager to improve support, technical assistance, and monitoring of grantees implementation of quality requirements for Preschool Promise.</li> <li>• Plans, manages, and evaluates implementation of quality requirements for Preschool Promise grantees.</li> </ul> |
|-------------------|----------|----------|---|

|                   |          |          |  |
|-------------------|----------|----------|--|
| <p><b>70%</b></p> | <p>N</p> | <p>E</p> | <p><b>Program Evaluation and Quality Improvement</b></p> <ul style="list-style-type: none"> <li>• Evaluate program quality monitoring procedures to ensure thoroughness of data collection and implementation of strategies is consistent and meet the needs for program integrity.</li> <li>• Analyze data collected through monitoring procedures to proactively identify potential concerns or issues, and implement support, technical assistance or corrective action in alignment with policy.</li> <li>• Implement program quality monitoring documentation procedure to ensure results and actions based on program monitoring quality checks are recorded and tracked for accountability. This includes clear documentation and follow-through of technical assistance and corrective action communication with grantees.</li> <li>• Work collaboratively with PSP Monitoring and Compliance Specialist to ensure corrective action plans have been implemented, documented, and completed.</li> <li>• Provide Technical Assistance and training to grantees as needed</li> <li>• Participate and at times lead in collaborative committee effort to identify and distinguish needs for Corrective Action Plans or Technical Assistance based on data collected through reports.</li> <li>• Work with Preschool Promise team for TA needed for some grantees</li> <li>• Recommend modifications to program operations to enhance effectiveness</li> <li>• Collaborate with program representatives to develop plans that increase program effectiveness</li> <li>• Collaborate across agency (PLSO, CCRR, ELSI) to ensure effective program supports are applied.</li> <li>• Identify barriers to program participation and design strategies to limit those barriers</li> </ul> <p>[P]</p> |
| <p><b>15%</b></p> | <p>N</p> | <p>E</p> | <p><b>Communications and Building Partnerships</b></p> <ul style="list-style-type: none"> <li>• Collaborate with DELC Professional Learning System Office, regional Child Care Resource &amp; Referrals, Early Learning System Initiative at Western Oregon University, and SPARK on the implementation of publicly funded program supports statewide</li> </ul>   |

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**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

#### **AT ALL TIMES - Commitment to Equity**

**Equity Lens:** Designs and/or asks sets of questions to identify and eliminate disparate results-outputs, outcomes, impacts- of policies, programs, and practices for underserved/under-represented community members\*

**Equitable Workplace:** Demonstrates cultural consciousness, commitment, and behavior, to improving an inclusive workplace climate for everyone.

**Equitable Results:** Produces results, i.e., outputs, outcomes, or impacts from programs and decisions toward closing disparities for under-represented community members\* and improving results for everyone.

\* Underserved/Under-represented community members: e.g., people of color; people with disabilities; LGBT, etc.; and new immigrant populations.

#### **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.**

Requires input and retrieval of information from different computer systems. Requires strong communication skills by telephone, in writing, and in-person. May require prioritization of heavy volume of work, pressure of rush jobs and deadlines which require quality finished product. May require occasional travel.

#### **SECTION 5. GUIDELINES**

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

- Preschool Promise (PSP) quality requirements and implementation fidelity framework
- State statutes and rules governing PSP
- Federal statutes and regulations, Oregon Revised Statutes and Oregon Administrative Rules for the Office of Child Care, Oregon State Police criminal record evaluations, and Child Protective Services.
- Oregon Equity Lens
- Individuals with Disabilities Education Act (IDEA)
- Early Learning Council policies and procedures
- Oregon State and Federal Civil Rights Laws and Regulations

**b. How are these guidelines used?**

These guidelines are used to outline and direct the work of this position.

## 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 Contacted  | How                            | Purpose  | How Often?       |
|--|--------------------------------|--|------------------|
| <i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i> |                                |  |                  |
| Grantees   | Email, phone, video conference | Review, investigate, clarify identified data. At times provide TA or review CAP                      | As needed        |
| RAD  | Email, phone, video conference | Support with data compilation strategies and review  | As needed        |
| CCLD   | Email, phone, video conference | Coordination for valid and serious valid findings for grantee  | As needed        |
| Other DELC Offices (Professional Learning, Community Systems Team, Communications, Grants and Operations)                    | Email, phone, video conference | Collaboration and contribution to cross cutting discussions; ensure engagement and alignment of work | Daily, as needed |
| CCRR   | Email, phone, video conference | Collaborate for Grantee supports   | As needed        |
| Western Oregon University  | Email, phone, video conference | Collaborate for Grantee supports   | As needed        |
|  |                                |  |                  |

## SECTION 7. POSITION RELATED DECISION MAKING

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

Decision making authority within assigned work. Able to plan, schedule, and carry out projects. Can decide the scope of projects. Decisions made may impact work flow and actions of team members

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## **SECTION 8. REVIEW OF WORK**

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## Who reviews the work of the position?

| Classification Title   | Position Number | How                            | How Often   | Purpose of Review                         |
|--|-----------------|--------------------------------|---|---|
| <i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i> |                 |                                |   |   |
| Preschool Promise Program Specialist   |                 | Email, phone, video conference | Weekly or more for guidance and program check ins | Monitor and guide work and work approvals |
| Early Learning and Childcare Administration Manager  |                 | Email, phone, video conference | Weekly or as needed                               | Higher level approvals and guidance       |
| Early Learning Program Director  |                 | Email, phone, video conference | As needed   | Highest level approvals                   |

## SECTION 9. OVERSIGHT FUNCTIONS ONLY

### THIS SECTION IS FOR SUPERVISORY POSITIONS

a. How many employees are directly supervised by this position? \_\_\_\_\_ 0

How many employees are supervised through a subordinate supervisor? \_\_\_\_\_ 0

b. Which of the following activities does this position do?

|  |   |
|--|---|
| <input type="checkbox"/> Plan work               | <input type="checkbox"/> Coordinates schedules                    |
| <input type="checkbox"/> Assigns work            | <input type="checkbox"/> Hires and discharges                     |
| <input type="checkbox"/> Approves work           | <input type="checkbox"/> Recommends hiring                        |
| <input type="checkbox"/> Responds to grievances  | <input type="checkbox"/> Gives input for performance evaluations  |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Prepares & signs performance evaluations |

## SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

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

As a condition of employment, the individual in this position will be subject to both Child Protective Services and Criminal History checks, including FBI fingerprinting, and will be required to be enrolled in the Central Background Registry. Adverse background data may be grounds for immediate disqualification.

A valid driver's license and a satisfactory driving record, or the ability to provide a satisfactory alternate mode of transportation is required.

All positions within DELC require employees to serve as a "mandatory reporter" of child abuse.

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

| Operating Area | Biennial Amount (\$00000.00) | Fund Type |
|----------------|------------------------------|-----------|
|                |                              |           |

**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

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## SECTION 11. ORGANIZATIONAL CHART

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Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

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## SECTION 12. SIGNATURES

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Employee Signature

Date

Supervisor Signature

Date

Appointing Authority

Signature

Date