



# State of Oregon Position Description

**Company:** Oregon Department of Education  
**Organization:** Secondary / Post-Secondary Transitions - ODE  
**Service Type:**

## SECTION 1. POSITION INFORMATION

<b>Job Profile Title:</b>	Administrative Specialist 2	<b>Job Profile ID:</b>	0108
<b>Business Title:</b>	Administrative Specialist 2 (Unfilled)	<b>Position ID:</b>	000000019226
<b>Employee Name:</b>		<b>Company ID:</b>	58100
<b>Representation:</b>	OAS	<b>Budget Auth No:</b>	374140
<b>Location:</b>	Salem   ODE   Public Service Building		
<b>Supervisor:</b>	Jenni Newby (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.

This position is in the Office of Education Innovation and Improvement (EII) and will report to the Director of Secondary Post-secondary Transitions. The Secondary Post-Secondary Transitions team reports to the Assistant Superintendent for Education Innovation and Improvement. The work of EII impacts local school districts, education service districts, professional associations, and other agencies involved in education and workforce development programs in kindergarten through post-secondary. Staff

members will work with a variety of state agencies and individuals on educational program planning, curriculum development, professional development for teachers and administrators and implementation of federal and state laws while supporting compliance with regulations.

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 provides administrative support to the SPST Director and team by assisting in the administration of guidelines, publications, and project/program monitoring in support of the administration of Secondary and Post-Secondary Transitions (SPST) programs and grants. In addition, this position performs administrative research, analysis, and evaluation in support of the SPST team

## **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% - NC - E - Project Coordination and Management**

- Establish and maintain procedures to coordinate SPST program activities.
- Track progress toward milestones, utilizing project management tools (e.g., Smartsheet) to accomplish the goals and objectives of the SPST team.
- Provide the SPST Director and team with regular updates on progress and support team members to align their work and priorities to meet project milestones.
- Monitor SPST activities for compliance with applicable federal and state laws.
- Organize and support the CTE State Plan Action team meetings.
- Monitor the CTE State Plan Action teams' progress and communicate regularly with the Perkins Grant Coordinator and the Director on the status of implementation.
- Organize project documentation and internal communication structures using tools such as Smartsheet, Google suite, and Microsoft Teams.
- Assess the needs and problems of assigned SPST grants including CTE Revitalization grant, Secondary Career Pathways, and other grants funds managed by SPST.
- Prepare recommendations regarding training needs or changes to policies and procedures in support of SPST goals and objectives.
- Conduct studies related to SPST goals and areas of focus, particularly CTE, evaluate information, and prepare reports, providing thorough analysis and recommendations.
- Support the SPST Director and team in developing long and short range operational or program goals in support of CTE State Plan and CTE funding initiatives.

### **30% - R - E - Communication and Community Engagement**

- Research information and respond to inquiries from other offices within ODE, local education agencies, education and community partners, state and federal legislators, and members of the public pertaining to the SPST goals and areas of focus.
- Interpret rules and regulations pertaining to CTE and implementation of the CTE State Plan, including relevant grants and provide information, advice and direction to agency staff, the public or other State, local, or Federal agencies to assist them in carrying out assigned activities, achieve compliance, resolve problems, or determine an appropriate course of action.
- Develop and coordinate implementation of a communication strategy to ensure timely and effective communication to internal and external partners regarding SPST goals and focus areas, including website content coordination and remediation.
- Collaborate with SPST team members to develop and publish newsletters and other communications on a regular basis.
- Serve as web content administrator for the SPST Team, including ensuring web accessibility for all published materials and training team members in best practices for creating accessible documents. Update SPST webpages on regular basis.
- Coordinate in-person interpreter and written translation services following ODE's procedures.

- Build and implement surveys and other feedback tools with input from SPST and other OTLA team members to collect feedback from community and education partners about the work of the SPST team.
- Serve as primary copy editor and reviewer of all SPST reports and public communications. Ensures all written team materials have a professional writing style.
- Schedule, plan for, and help facilitate community engagement sessions and coordinate internal and external meeting schedules for SPST team members.
- Facilitate public comment and public meeting processes for the SPST team.
- Gather feedback from engagement sessions and prepare a synthesis of feedback to share with members of the SPST team.

**30% - NC - E - Grant, Budget, Contract Services**

- Monitor grant expenditures and drawdowns.
- Audit expenditures pertaining to SPST team operations and other activities and identify and project future trends for the SPST Director.
- Work with SPST PA1 and Director to plan and monitor SPST budget.
- Serve on the CTE Revitalization Grant team, facilitate all grant meetings, set agendas and monitor progress.
- Monitor contracted services of vendors and consultants under contracts pertaining to SPST. This includes supporting the contract administrator in ensuring timely and accurate completion of contracted services; establishing a standard schedule for meetings, correspondence (such as regular status check reports), project updates, and deliverables; and maintaining documentation on interactions with vendors.
- Negotiate with vendors and other involved parties to resolve problems, gain compliance, reach a settlement or determine provision of services.

**5% - NC - E - Rules Interpretation**

- Interpret and explain program rules, regulations, policies, and procedures pertaining to SPST grants and areas of focus to internal team members, external partners, and members of the public.
- Apply laws, rules, and regulations pertaining to CTE in determining and implementing a course of action.
- Prepare written reports and communications aimed at diverse audiences that address program rules, regulations, policies, and procedures.

**5% - NC - NE - Other as Assigned**

- Other work as assigned in the agency

**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

**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.**

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.

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.**

Federal laws; Oregon Revised Statutes, Oregon Administrative Rules; Oregon Department of Education's Numbered Memos; grant management, budget, and procurement procedures.

**How are these guidelines used?**

To provide information on and carry out program laws, rules, and guidelines to ensure program compliance and effectiveness. To aid in establishing priorities and allocating resources.

## 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?
Department staff, school district administrators and teachers, regional education service district personnel, professional organizations, community partners	In Person, by mail, email or telephone	Receive and provide information and interpretation; provide technical assistance	Daily
Members of the public	In Person, by mail, email or telephone	Provide information and interpretation of rules and policies	Regularly
Other local, state, and federal agencies	In Person, by mail, email or telephone	Collaboration, communication, coordination.	Regularly
Vendors	In Person, by mail, email or telephone	Monitor progress, communication.	Regularly

## 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 works with a high degree of independence and applies knowledge of federal laws, Oregon Revised Statutes, and agency policies and procedures to decision-making; developing recommendations for revisions in agency programs or operations, monitoring a specific program, or operation for compliance, effectiveness, and user needs; and interpreting laws, rules, policies and procedures, and resolution of problems.

## SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	240	In Person, by mail, email or telephone	Daily	Review work plan, prioritize, progress of projects; conduct performance evaluations and supervise timesheets.

## 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 supporting the management of state and federal grants.
- Experience in the maintenance, design, and upkeep of a professional organization website.

- 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.
- Basic knowledge of the principles of work organization and simplification.
- Knowledge of local, state, and federal programs.
- Fluency with office hardware (PC and Mac) and software and applications (e.g., Microsoft Office products, Smartsheet, Adobe), and virtual meeting apps (e.g., Zoom, Microsoft Teams, GoTo Meeting).
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Strong comprehensive writing skills
- Strong organizational skills and 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.
- Excellent project management skills with significant attention to detail.
- Experience in oral presentations and presentation software.
- Experience in applying web technology as a communication tool.
- Experience with Google Applications and other virtual collaboration platforms.
- Experience providing advice or technical assistance to school districts, tribes, community groups or public.
- Experience with grant development and management.
- 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 maintain composure during stressful situations and offer grace to those in similar situations.
- Ability to demonstrate a leadership role as part of a collaborative team effort
- Ability to coordinate complex projects with ever-changing structures and timelines. Strong conceptual reasoning ability and ability to apply abstract thinking to concrete models in order to develop systems that can be applied to the work of State and local agencies.
- 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
- Preference may be given to bilingual/bicultural candidates.

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

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Employee	Date

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Manager

Date

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Appointing Authority

Date