



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Deputy Director of Academics | Equity, Diversity, & Inclusion - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Programs Manager 3	Job Profile ID:	7223
Business Title:	Education Programs Manager 3 (Unfilled)	Position ID:	000000033670
Employee Name:		Company ID:	58100
Representation:	MMS	Budget Auth No:	1216650
Location:	Salem ODE Public Service Building		
Supervisor:	Michael Essien (Education Programs Administrator 3)		
Position:			
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Executive 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.

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 within the Office of Equity, Diversity, and Inclusion (OEDI) and will report directly to the Assistant Superintendent of Equity, Diversity, and Inclusion. The office has a primary charge of implementing several Legislative initiatives, including HB 3499 (English Language Learner State Plan), HB 2016 (African-American/Black Student Success State Plan), HB 2440 (Latino/Hispanic Student State Plan), LGBTQ+ Student State Plan, and Safe and Inclusive Schools (including Trauma-Informed/Socio-

Emotional Learning [TI/SEL] practices). The Office of EDI also oversees emergent bilinguals education, biliteracy initiatives, and the adoption and use of the Oregon Equity Lens within the Office and across the agency.

The Office of EDI will be assigned additional duties and will integrate efforts across other ODE Offices and Divisions as they relate to equitable education outcomes within Oregon. The work of this office will impact local school districts, education service districts, professional associations, and other agencies involved in education programs in kindergarten through post-secondary education. 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 compliance with federal and state laws/regulations.

Section 2b. 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:

Provide strategic counsel to the Assistant Superintendent for Equity, Diversity, and Inclusion while assuming significant day-to-day responsibilities for projects and tasks within the Office and advancing and maintaining cross agency, district, and community relationships. This position is responsible for leading grant/contract activities and program/initiative teams within the Office's purview. This will include directing and monitoring compliance with established policies, objectives, program priorities, and applicable laws/rules/regulations, as well as managing community and advisory committee engagement and providing technical assistance within and outside of the Office/agency to ensure compliance with state and federal requirements. The position will support the Assistant Superintendent in hiring teams, drafting Oregon Administrative Rules, and developing the policies and practices need to successfully implement initiatives within the office and across the agency.

As a result of the breadth and scope of this work, this position must understand and be able to expand upon: Equity barriers and supports within a pre-K through grade 12 and higher education system, including the impact of policies and programs on historically, traditionally, and currently underrepresented students, families, and communities; the Oregon Equity Lens; the difference between equality vs equity; White fragility; Sex and gender identities; Intersectionality across legalities, socially and structurally; the ability to interrupt with confidence and thoughtfulness; Racialized immigration; Ethno culture; Being part of an equity team, including knowledge and understand of the specific bodies of work within the Office of Equity, Diversity, and Inclusion; Opportunity gaps; Deficit language and Discourse 0, I, and II language.

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% - R E - Advisement and Strategic Planning

The Director serves as a trusted advisor in the effort to support Office efforts and successfully implement initiatives within the domain of the Office. Duties include but are not limited to:

- Attention to internal and external communications, operational support, and interacting with key departmental and community constituencies.
- Develop team and program goals consistent with the agency mission, vision, and requirements of state and federal law governing pre-kindergarten through high school education.
 - Coordinating efforts within Office and across ODE/other state agencies to ensure planning, processes, procedures, and implementation efforts are attentive to equitable education outcomes.
 - Review, update, and implement Office policies, practices, and procedures in coordination with agency-wide processes.
 - Interpret federal and state laws, rules and regulations including, but not limited to Title III, ESSA, and Civil Rights.
- Provide support to school districts and charter schools to address academic disparities for historically underserved students.
- Lead and model compliance with applicable federal, state, and agency laws, regulations, policies, and procedures, specifically around EDI-led and/or supported initiatives.
- Work with the budget office to manage the day-to-day team budget. Identify areas for strategic investments to ensure that expenditure of budgetary dollars aligns with the Office and agency strategic goals.
- Provide analysis and recommendations for policy action to the State Board of Education on the development of policy guidelines, development of Oregon administrative rules, and implementation procedures.
- Researching, benchmarking, analyzing data, and making recommendations.
- Participate in visioning processes for inter-office, intra-office, and agency-wide equity strategic planning.
- Coordinate with other directors and team leads to develop, implement, evaluate, and infuse equity efforts into the work of each team and office across the agency.

30% - R E - Leadership and Management

The Director will consistently create the working and learning conditions to support operating at maximum effectiveness while assessing and addressing issues that serve as barriers or impediments. The Director will attend to team management, meeting preparation, support the hiring of key personnel, and act as a strategic lead on certain high-profile projects. Additional responsibilities include:

- Strategically helping manage the Assistant Superintendent's time: working with administrative assistant(s), looking at long term travel calendar, evaluating opportunities and determining fit with priorities.
- Providing leadership and management to the staff assigned to leading EDI efforts.
- Interviewing, selecting, and providing training to all staff.
- Evaluating performance of assigned staff based on agency policies, procedures, and practices.
- Receiving and resolving employee concerns and/or grievances.
- Determining need for and, as necessary, initiating disciplinary actions.
- Providing staff with appropriate communication and feedback regarding agency policies and procedures.
- Supporting and promoting efforts to improve the quality and diversity of the workforce.
- Establishing and maintaining an environment that promotes professional development.
- Assigning and reviewing work and provides constructive feedback to staff.
- Reviewing and approving employee timesheets and leave requests.

30% - R E - Internal/External Engagement and Collaboration

The Director cultivates, creates, and sustains relationships and connections across all domains of the Office's reach and responsibilities. This aspect of the role is focused on influencing outcomes through practices that embody trust, educational leadership, integrity, and skill in coaching and supporting teams and teams of teams. This cross-functional perspective should not only help garner support for the leadership team, ODE, and the Office of EDI, but also foster long-term partnerships that are critical to equitable education outcomes. Additional responsibilities include:

- Collaborate with other ODE teams to oversee the establishment of EDI goals and strategies and the identification of best practices to meet those targets.
- Participate in the development of an office-wide equity plan that includes specific measurable goals in alignment with the agency's equity plan.
- Establish and maintain effective relationships with agency peers, other state agencies (e.g., Teacher Standards and Practices Commission [TSPC], Higher Education Coordinating Commission [HECC]), and stakeholders such as the Confederation of Oregon School Administrators (COSA), Oregon School Board Association (OSBA), Oregon Education Association (OEA), Oregon Education Service Districts (ESDs), Stand for Children, Chalkboard project, and business and industry to build capacity for EDI-related outcomes.
- Collaborate and problem solve with the Assistant Superintendent of EDI and other Directors across the agency.
- Present at state and national conferences and meetings as needed.
- Advocate for and implement agency and state diversity, equity and inclusion and affirmative action objectives, employee development, and other human resource goals.
- Prepare and provide talking points or testify before the legislature concerning equity, diversity, and inclusion initiatives.
- Lead and model active and regular/recurring engagement with diverse stakeholders and communities, including coordination of outreach and mechanisms for feedback on internal and external efforts across EDI and ODE to meet legislative or federal requirements aimed at addressing opportunity gaps (e.g., equity laws, ESSA).
- Coordination and facilitation of Advisory Committees and/or Groups, including but not limited to those tied to HB 3499, HB 2016, etc.

10% - R NE - Other Duties as Assigned

Perform other duties and responsibilities (special assignments) as assigned by the Assistant Superintendent or his/her designee.

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.

Normal office work environment. Typically requires evening and/or weekend work. Occasional in/out-of-state travel occurs which may require sitting/driving for extended periods of time. Work must often be accomplished within demanding time-sensitive constraints. Work is FLSA-exempt and frequently exceeds a 40-hour work week. 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.

SECTION 5. GUIDELINES

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

Oregon Equity Lens; English Learner Strategic Plan (HB 3499); African American/Black Student Success Plan (HB 2016); Latino/Hispanic Student State Plan (HB 2440); LGBTQ+ Student State Plan; American Indian/Alaska Native Student Plan; Every Student Succeeds Act (ESSA); Title III laws and regulations; Safe and Inclusive Schools (including Trauma-Informed/Socio-Emotional Learning [TI/SEL] practices); Oregon Department of Education Administrative Rules; Oregon Department of Education Revised Statutes; Program policy manuals; Board of Education Policies; Department of Education Policies and Procedures; Standards based education; School improvement efforts in the State of Oregon and on a national level; US Department of Education laws and regulations, including the Elementary and Secondary Education Act.

How are these guidelines used?

To provide information on and interpretation of program laws rules and guidelines to ensure program quality, compliance, and effectiveness, provide technical assistance to districts, and provide guidance to team members.

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/citizenry/Non-Profits	In Person, by mail, email or telephone	To provide and receive information. To collaborate for specific initiatives	Daily
Local education agency representatives and federal representatives	In Person, by mail, email or telephone	Provide leadership support to develop/ implement accountability, school improvement, and coherency throughout the educational system.	Daily
Professional Groups	In Person, by mail, email or telephone	Professional Development	Monthly
Professionals in specialized areas	In Person, by mail, email or telephone	Provide leadership to and serve as a liaison between agency and leaders of professional organizations.	Weekly
Representatives of higher education	In Person, by mail, email or telephone	Serve as liaison between agency and higher education institutions and provide leadership and professional development in education equity in an effort to close achievement and opportunity gaps for students of color and English Learners	Monthly

SECTION 7. POSITION RELATED DECISION MAKING

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

Makes significant decisions about requirements and needs as they relate to education equity in the State of Oregon, assigns and evaluates program activities and staff, and allocates appropriate fiscal resources to support program and staff. These decisions require a high level of independence, resulting in highly visible outcomes and response statewide from school districts, education partners, and the public. Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, stakeholder engagement, navigating internal and external issues, challenges, and support/ resourcing needs, and finding positive solutions. These decisions also have a direct impact on Oregon's most vulnerable students who have been historically underserved. Every student is an asset to Oregon: the individual holding this position will make decisions that help systems recognize the assets our children and families bring to our schools and provide for culturally responsive systems. Decisions have direct consequences for the agency's need to fulfill state and federal mandates and to annually access categorical federal funds.

Must be able to interpret state and federal regulations and apply the interpretation to problems presented by Local Education Agencies (LEA's) and school districts. Must work with decisions regarding education equity in school districts, post-secondary institutions preparing teacher candidates, and non-profit organizations serving diverse populations of students. Analyze district, school, and student performance to determine potential areas of concern. Plan and coordinate appropriate workshops and professional development in the areas of culturally responsive pedagogy, closing achievement and opportunity gaps for diverse populations of students, Title III, and English Learner teaching, learning, and continuous improvement. Decisions affect the agency's ability to achieve strategic plan and may impact agency budget. May have long-term and immediate implications for agency and P-20 education system. May mitigate or create legal liability.

It is essential that the decisions made by this position are in keeping with the mission, goals and priorities of the work unit, the agency, the State Board of Education, and the federal government. The person in this position is expected to use his/her best professional judgment and integrity, demonstrate strong communication and interpersonal skills, and demonstrate a high degree of ethical conduct in all work-related situations. Supervision of personnel and employment decisions also include work performance evaluations and project assignments which affect the ability of the agency and team to achieve objectives.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Program Administrator 3	1517529	In Person, by mail, email or telephone	Regularly	The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department. The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department.

SECTION 9. OVERSIGHT

What are the oversight activities for this position?

Plan Work
Assign Work
Approves Work
Responds to grievances
Disciplines and rewards
Coordinates schedules
Hires and discharges
Recommends hiring
Gives input for performance evaluations
Prepares & signs performance evaluations

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:

Strong background in equity, diversity, and inclusion (e.g., experience serving on and/or leading an equity team in government, non-profits, district/school environments; experience in pre-K-20 teaching and/or administration). Strong research background in culturally responsive pedagogy, closing achievement and opportunity gaps for students of color, curriculum development for diverse populations of students, and multicultural education. Excellent budget and analysis skills, including experience in fiscal and grant management of large-scale initiatives. Experience in applying web technology as a communication tool. Strong comprehensive writing skills and oral presentation skills. Strong facilitation/collaboration skills. Knowledge of local, state, and federal policies and programs. Working knowledge of presentation software. Ability to engage and establish effective relationships with administrators, teachers, parents, community organizations, institutions of higher education, and colleagues, including experience coordinating and facilitating Advisory Groups or Committees in guiding equity work. Ability to be assertive and act with tact when faced with non-compliance issues. Ability to demonstrate a leadership role as a part of the collaborative team effort.

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