



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Equity, Diversity, & Inclusion | Multilingual and Migrant Education
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Education Program Specialist 2 (Unfilled)	Position ID:	000000051566
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	781890
Location:	Salem ODE Public Service Building		
Supervisor:	Mary Martinez-Wenzl (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Professional 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.

The Office of Equity, Diversity, and Inclusion Initiatives leads proactive equity initiatives that interrupt and eliminate harmful power dynamics that are endemic in Oregon's education system. Our initiatives are driven by deep and ongoing engagement with the lived experiences of our students and families so that we can provide intentional structures, practices, and policies that uphold their intersecting identities, needs, and strengths. As a result of our agency's collective commitment, we will create an equitable education

system centered around justice, relationships, and healing to ensure that every student can achieve their highest potential. Our collective energy and urgency serves as a touchpoint for pivotal cross-departmental and cross-agency collaboration towards a shared vision for equity throughout Oregon.

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 this position is to provide statewide leadership, coordination, and support to improve outcomes for multilingual learners by implementing and aligning the English Learner Outcomes Program, Title III programs under the Elementary and Secondary Education Act, and other multilingual learner initiatives. A core function of this position is to deliver coaching and technical assistance to school districts and education service districts to support the implementation of evidence-based instructional practices and progressive interventions that advance equitable outcomes and the goals of Oregon's Multilingual Learner Strategic Plan. This position contributes to the development and alignment of statewide strategies for multilingual education, supports the administration of grants and contracts, collaborates across state and federal programs to ensure coherent systems of support and compliance, and serves as a key point of contact and subject matter expert for districts, partners, and the public.

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.

35% | R | E | Build the Capacity of Programs and Schools to Implement Effective Programs that Promote Educational Equity

- Collaborate on statewide strategic planning efforts to support continuous district and school improvement in alignment with state and federal requirements.
- Build partnerships to leverage federal and state resources to expand school- and district-level capacity to improve instruction and advance educational equity for multilingual learners.
- Coordinate and support alignment of Title III English learner programs, the English Learner Outcomes Program, and related statewide initiatives, including accountability and literacy efforts.
- Develop and disseminate guidance, tools, and resources to support implementation of evidence-based instructional practices that are culturally and linguistically responsive and reflect the strengths and needs of students, families, and communities.
- Collaborate with internal ODE offices—including the Office of Indian Education; the Office of Education Innovation and Improvement; the Office of Teaching, Learning, and Assessment; and the Office of Enhancing Student Opportunities—to align program requirements and support a coherent system of services that integrates general and specialized instruction, intervention, and student supports.
- Support implementation of the statewide plan under the Every Student Succeeds Act and provide recommendations on aligning and braiding funding to advance priority strategies for multilingual learners.
- Provide guidance and direction to districts on the use of targeted and directed funds to support implementation of evidence-based practices and meet required improvement benchmarks.
- Provide technical assistance and professional learning to educators and administrators on the effective use of state and federal funds to advance priority strategies for multilingual learners as outlined in the Multilingual Learner Strategic Plan.

30% | R | E | Developing and Maintaining Structures to Support District Systems to Provide Access to Quality Instruction Aligned to Oregon's Standards

- Coordinate and lead efforts to research, identify, and disseminate best practices; develop resources; and provide technical assistance to support districts in implementing and evaluating culturally sustaining instructional strategies that improve student outcomes and advance educational equity.
- Maintain and apply expertise in evidence-based research and best practices to strengthen systems for implementation of Oregon's Multilingual Learner Strategic Plan.
- Collaborate with other state agencies and multidisciplinary partners to ensure that research, data, community experiences, and student voice inform ODE policies, programs, and processes.
- Respond to inquiries related to Title III programs, including applicable laws, rules, and instructional standards.
- Facilitate communication and collaboration between districts and ODE teams to support coordination of federal and state programs and strengthen authentic family and community engagement in school and district planning.

30% | R | E | Coordinate the Planning and Implementation of Grant Programs

- Support statewide efforts to expand access, services, and outcomes for students identified as English learners across state and federal programs.
- Interpret and apply state and federal laws, regulations, policies, and guidance; provide technical assistance to ensure compliance and inform program improvement and implementation.
- Collaborate across offices and programs to align ESEA programs with statewide initiatives and other federal programs, including school and district improvement, Tribal consultation, IDEA, and Career and Technical Education.
- Participate in cross-office and intra-agency workgroups to advance program coordination, policy development, and implementation of agency priorities.
- Develop internal project budgets, spending plans, and fiscal impact statements to support program and agency goals.
- Review and approve district program plans and grant applications through established monitoring and compliance processes.
- Review and approve district and ESD program budgets and expenditures; provide guidance on allowable uses of funds and strategies to leverage and braid resources.
- Develop, manage, and monitor contracts to ensure effectiveness, efficiency, and compliance with state and federal requirements.
- Plan and conduct monitoring activities, including on-site and virtual visits, to evaluate program implementation and compliance with applicable laws and policies.
- Lead follow-up actions with districts and other educational entities to address findings and implement required corrective actions.
- Analyze and track state legislation related to multilingual learners and education programs; prepare evidence-based testimony and briefing materials for agency leadership and stakeholders.
- Represent the agency in public presentations, meetings, and stakeholder engagements to communicate program priorities and strategies.

5% | NC | E | Other Duties As Assigned

At All times | R | 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 OEDI 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 OEDI 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

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.

Oregon statutes and administrative rules related to English learners, including but not limited to: ORS 336.079, ORS 327.016, OAR 581-020-0601, OAR 581-020-0603, OAR 581-020-0606, OAR 581-020-0609, OAR 581-020-0612, OAR 581-020-0613, OAR 581-020-0615, OAR 581-020-0621, OAR 581-020-0624, OAR 581-020-0636.

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), and Every Student Succeeds Act, and the Student Success Act.

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?

Who	How	Purpose	How Often?
Parents	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	As Needed
Professional groups	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
Regional Liaisons	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	As Needed
School Administrators	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily
State agencies and administration	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly
Teachers and specialists	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	As Needed

SECTION 7. POSITION RELATED DECISION MAKING

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

This position exercises a high level of independent judgment and discretion in making complex decisions related to the implementation, coordination, and improvement of state and federal programs serving multilingual learners. Typical decisions include interpreting and applying state and federal laws, regulations, and guidance; determining appropriate technical assistance, coaching, and intervention strategies for school districts; approving district program plans, budgets, and use of funds; and developing guidance and resources to support effective program implementation. The position independently analyzes district data, research, and program performance to identify needs and design or recommend strategies to improve outcomes, including progressive interventions and accountability supports. Decisions also involve coordinating across programs and agency offices to align initiatives and resources, and advising agency leadership on policy development, legislative impacts, and program direction. In carrying out this work, the position applies expertise in educational systems and research related to Title programs and multilingual education, and navigates complex and sensitive situations using an equity-centered, team-based approach. These decisions directly impact district compliance, the effective use of public funds, the quality and implementation of instructional programs, and ultimately the educational outcomes of multilingual learners, including English language proficiency, academic achievement, and graduation rates.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Program Manager 3	2513101	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.
Manager 3	2513101	In Person, by mail, email or telephone	Quarterly	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:

- Demonstrated knowledge and experience with Title III programs, including monitoring, data collection, reporting requirements, and federal accountability systems.
- Extensive knowledge of federal education programs and regulations (e.g., EDGAR, Uniform Grants Guidance, supplement not supplant, maintenance of effort) and their application to district programs.
- Experience with grant administration and district budgeting, including developing and managing budgets, reviewing expenditures, and supporting strategic use of funds (including braiding and blending).
- Demonstrated expertise in multilingual education, including English Language Proficiency standards, English language development, and dual language program design and implementation.
- Strong knowledge of curriculum and instruction and the ability to align guidance and technical assistance with high-quality, culturally and linguistically responsive practices.
- Knowledge of school and district improvement processes and experience supporting continuous improvement to improve student outcomes.
- Knowledge of district and central office systems, including governance, decision-making, and operational practices that impact implementation.
- Ability to interpret and apply federal and state laws, regulations, and research, and translate complex concepts into clear, actionable guidance for diverse audiences.
- Demonstrated ability to build and maintain collaborative relationships and effectively engage districts, state partners, tribal entities, and community organizations, including navigating complex or sensitive situations with leadership.
- Strong communication, facilitation, and project management skills, including the ability to manage multiple priorities, lead group processes, and work effectively in fast-paced, team-based environments.
- Commitment to equity and experience working with culturally and linguistically diverse communities, including fostering inclusive,

respectful, and collaborative environments.

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
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SECTION 12. ORGANIZATIONAL CHART

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

SECTION 13. SIGNATURES

_____ Employee	_____ Date
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_____ Manager	_____ Date
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_____ Appointing Authority	_____ Date
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