



# State of Oregon Position Description

**Company:** Oregon Department of Education

**Organization:** School Facilities - ODE

**Service Type:**

## SECTION 1. POSITION INFORMATION

|                           |                                                        |                        |              |
|---------------------------|--------------------------------------------------------|------------------------|--------------|
| <b>Job Profile Title:</b> | Program Analyst 3                                      | <b>Job Profile ID:</b> | 0862         |
| <b>Business Title:</b>    | Statewide Facility Assessment Administrator (Unfilled) | <b>Position ID:</b>    | 000000134317 |
| <b>Employee Name:</b>     |                                                        | <b>Company ID:</b>     | 58100        |
| <b>Representation:</b>    | OAS                                                    | <b>Budget Auth No:</b> | 1385732      |
| <b>Location:</b>          | Salem   ODE   Public Service Building                  |                        |              |
| <b>Supervisor:</b>        | Michael Elliott (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.

The Office of School Facilities oversees several grants and programs designed to help districts provide healthy, safe, and warm facilities for their students. The programs are divided into direct grants to districts and providing technical assistance to the districts. The grants include bond matching grants (OSCIM Program), assessment grants (Technical Assistance Program Grants), matching

federal E-Rate funds (COSF), and helping districts test and remediate fixtures with elevated levels of lead (WIIN Grant and state funds). Technical assistance to the districts include a database collection, statewide facility assessment and additional assistance through the federal Supporting America's Schools Infrastructure grant (SASI).

The Office of School Facilities connects to the larger ODE mission by supporting districts in improving the actual classrooms. The Office focuses on equity and works to provide additional resources to those districts that have less capacity for facility improvements. The Office has several high-profile programs and holds itself to high levels of accountability and integrity as a result.

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:

The primary purpose of this position is to administer and oversee Oregon's statewide school facility assessment program by developing and managing contracts with third-party assessors, establishing and maintaining facility assessment standards, ensuring the quality and integrity of facility data, and leveraging assessment information to inform statewide policy, funding decisions, and strategic planning related to school facilities. This position serves as the lead contract administrator for the statewide facility assessment program and is responsible for developing, procuring, and managing contracts for third-party assessment services that collect facility condition data from school buildings throughout Oregon. As the primary point of contact for contracted assessors, this position provides technical guidance, monitors contract performance, ensures contractual requirements are met, manages assessment-related funding, and oversees future procurement and contract renewal processes. This position will also be responsible for administering the competitive contracting process and recommending improvements to contract requirements and program delivery over time.

A major responsibility of this position is serving as the subject matter expert for facility assessment standards and methodologies. This position develops, maintains, and refines the standards used by assessors to evaluate school facilities and ensures those standards are applied consistently across all districts and facilities statewide. This includes defining assessment criteria, establishing methodologies for evaluating building systems and components, and ensuring assessments are conducted uniformly so that resulting data provides reliable, comparable data across facilities. The position evaluates assessment practices, identifies opportunities for improvement, and incorporates lessons learned into future contracts and assessment standards.

This position is also responsible for the oversight, quality assurance, integration, and strategic use of statewide school facility data. Duties include reviewing and validating assessment results, ensuring data accuracy and consistency, correcting discrepancies, and integrating assessment information into existing ODE school facilities databases and reporting systems. The position works to ensure that assessment data is collected, managed, and maintained in a manner that supports meaningful analysis and comparison with other statewide datasets. Using the assessment data, this position identifies and develops opportunities to support statewide facility planning, policy development, and funding initiatives. The position analyzes facility conditions and trends to inform legislative proposals and supports efforts to secure sustainable, long-term funding sources to help school districts address facility needs. Additionally, the position identifies opportunities to expand the use of facility data across ODE and other state agencies, ensuring the information serves broader state objectives and investments.

Additionally, this position collaborates with other state agencies and partners to maximize the value of facility assessment data. This position also provides technical assistance and guidance to school districts and third-party assessors throughout the assessment process. This includes coordinating assessment activities with districts, providing training and consultation as needed, addressing technical questions related to assessment standards and data collection, and supporting the ongoing development and improvement of school facilities information systems and dashboards. Through these activities, the position ensures that assessment data is collected consistently, used effectively, and supports informed decision-making at the district, agency, and statewide levels.

## 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 - Data Review and Oversight**

- Review and validate data being received from third party assessors for accuracy.
- Develop standards for integrating assessment data with existing ODE datasets to ensure third-party assessors comply with ODE data standards.
- Ensure assessors are using correct tools, methodologies, and standards to support consistent data collection.
- Provide oversight of school facilities data to ensure it meets the needs of the agency.

### **30% - R E - Contract Administration**

- Develop contract to engage third-party assessors to assess state-wide facility assessment data.
- Direct third-party contractor to coordinate and plan assessment work with districts to maximize effectiveness of assessments while complying with local district policies.
- Process invoices and ensure timely payments for work completed.
- Ensure assessors are complying with terms of the contract.
- Provide tools to assessors to ensure uniformity of data.
- Conduct site visits for quality control of assessors.
- Evaluates assessor performance, outcomes for districts, and operation of assessment to develop new methods to improve program efficiency and effectiveness.

### **30% - N E - Technical Support of Districts**

- Provide technical support to districts during the assessment as necessary.
- Be single point of contact for districts and third-party assessors.
- Monitor the work of third-party assessors to ensure compliance with written contract language.
- Identify barriers to district and ESD voluntary participation in statewide facility assessment to remove barriers and obtain 100% district and ESD participation.
- Provide technical assistance for public facing dashboards to ensure accurate and easy user experience.

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

## **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.**

- ORS, OAR, Grant agreements, Federal law

**How are these guidelines used?**

These guidelines are used frequently as reference materials by this position to assure that grant recipients are in compliance with all federal and state law.

## 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 and ESD Business Managers and Superintendents | In Person, by mail, email or telephone | To obtain/Provide information | Daily      |
| ODE monitoring contacts and other agencies (DAS, SOS)                           | In Person, by mail, email or telephone | To obtain/Provide information | Daily      |

## SECTION 7. POSITION RELATED DECISION MAKING

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

This position serves as the primary administrator and subject matter expert for the statewide school facility assessment program and is responsible for making decisions that directly affect the quality, consistency, and usefulness of facility assessment data collected throughout Oregon. The position regularly makes decisions regarding contract development, procurement requirements, contractor selection criteria, contract administration, performance monitoring, and the allocation of program funds used to support third-party assessment services. These decisions directly impact the state's ability to obtain accurate, reliable, and consistent data on the condition of school facilities.

The position determines facility assessment standards, methodologies, and quality assurance requirements to ensure that contractors evaluate school facilities consistently across all districts and regions of the state. Decisions regarding assessment criteria, data collection methods, quality control processes, and contractor guidance directly affect whether facility conditions can be accurately compared statewide. Poor decisions in these areas could result in inconsistent assessments, unreliable data, flawed analyses, and reduced confidence in the statewide facility assessment program. Sound decisions ensure that facility data is accurate, comparable, and suitable for statewide planning and investment decisions.

This position makes decisions regarding the review, validation, correction, integration, and reporting of facility assessment data. The position determines whether data meets established standards, identifies discrepancies requiring correction, and establishes processes to maintain data integrity across multiple datasets and reporting systems. Decisions related to data quality have a direct impact on the credibility and usability of statewide facility information, dashboard reporting, and long-term facilities planning efforts.

The position also makes strategic decisions regarding how facility assessment data can be utilized to support agency initiatives, statewide planning efforts, legislative proposals, and partnerships with other state agencies. Decisions regarding data analysis, reporting, and identification of emerging facility needs directly influence ODE's ability to advocate for sustainable funding sources, prioritize facility investments, and support school districts in addressing facility deficiencies. These decisions may also impact how other agencies use school facility data to support infrastructure investments, resilience planning, and other statewide programs.

As the primary point of contact for a multi-year, multi-million-dollar statewide assessment contract, this position's decisions have significant programmatic, operational, and financial consequences. Poor decisions could result in ineffective contracts, inconsistent assessment standards, inaccurate or unusable data, delays in program implementation, inefficient use of state funds, loss of stakeholder confidence, and missed opportunities to secure future funding for school facility improvements. Conversely, sound decisions will result in high-quality, accurate, and defensible facility data that supports effective statewide planning, informs legislative decision-making, strengthens cross-agency partnerships, and helps direct additional state resources toward improving Oregon's school facilities.

## SECTION 8. REVIEW OF WORK

| Job Profile                    | Position ID | How                                       | How Often | Purpose of Review                                                                   |
|--------------------------------|-------------|-------------------------------------------|-----------|-------------------------------------------------------------------------------------|
| Education Program<br>Manager 3 | 1712558     | In Person, by mail, email<br>or telephone | As Needed | Keep supervisor<br>informed of progress and<br>discuss issues needing<br>resolution |

## 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:

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

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Appointing Authority

Date