



**STATE OF OREGON
POSITION DESCRIPTION**

Position Revised Date:
03/04/2022

This position is:

Agency: Oregon Department of Education

Facility: Public Service Building, Salem, Oregon

☒ New ☐ Revised

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

SECTION 1. POSITION INFORMATION

a. Classification Title:	Research Analyst 4	b. Classification No:	C1118
c. Effective Date:	11/30/21	d. Position No:	2313145
e. Working Title:	Senior ESSER Research Analyst	f. Agency No:	58100
g. Section Title:	DOGM/Pandemic Renewal Team	h. Budget Auth No:	
i. Employee Name:		j. Repr. Code:	OAS
k. Work Location (City – County):	Salem, OR - Marion County		
l. Supervisor Name (Optional):	Josh Halsey		
m. Position:	<input type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input checked="" type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> PartTime <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share		
n. FLSA:	<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt	If Exempt:	<input type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative
		o. Eligible for Overtime:	<input type="checkbox"/> Yes <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 Oregon Department of Education's (ODE's) mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities. In fulfilling its mission, ODE has a vision to ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system. As public servants, staff within ODE embody the following values of state service:

- Accountability: Own and take responsibility for quality of outcomes for Oregonians.
- Equity: Create and foster an environment where everyone has access and opportunity to thrive.

- Excellence: Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
- Integrity: Be honest and transparent regardless of the situation.

ODE provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. ODE's responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs in Oregon youth correctional facilities, and non-public schools. We are responsible for childcare licensing and supporting statewide childcare professional development and quality improvement efforts. Additionally, the agency houses the Early Learning Division and the Youth Development Division.

The Office of Teaching, Learning & Assessment (OTLA) contributes to ODE's mission of fostering equity and excellence for every learner through collaborations with educators, partners, and communities by providing support in overall school improvement efforts to Oregon's school districts. The work of OTLA includes helping districts meet the standards for Oregon elementary and secondary schools, connect K-12 learning to post-secondary opportunities, meet the requirements of Perkins V, support CTE and STEM state-wide initiatives, lead for Digital Learning, oversee Federal Programs under ESEA, develop and deliver the state's assessments of student learning, and support districts with implementation of Ready Schools Safe Learners and Comprehensive Distance Learning.

The major activities of the office include: leading for instructional improvement, implementation of Perkins V requirements, CTE/STEM program implementation, development and implementation of content standards in academic content areas and career and technical education, improving district systems, instructional materials adoption, proficiency-based teaching and learning, alternative education, talented and gifted education, advanced placement, administration and oversight of Federal Programs under ESEA, supporting schools and districts with implementation of RSSL and CDL, and state assessments. The work of this office impacts local school districts, education service districts, professional associations, other agencies involved in education programs in kindergarten through post-secondary education, and private schools. Staff members work with a variety of schools and districts on educational program planning, curriculum development, professional development for teachers and administrators and compliance with federal and state laws/regulations in order to center equity and excellence for every Oregon student.

**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:**

OTLA is responsible for the administration and oversight of programs and related funding under the federal America's Recovery Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) and Emergency Assistance to Non Public Schools (EANS) plan. This includes ensuring the effective implementation of ESSER programs and allocation of federal funds; monitoring for compliance with federal law; providing technical assistance to Local Educational Agencies (LEAs); and meeting all federal requirements for private schools who accept federal funds.

This position is responsible for planning, leading, and managing the development, implementation, and evaluation of major research or complex data analysis projects. This position plans and designs research methods, establishes data quality assurance procedures, and approves research results in support of ODE's implementation of the Elementary and Secondary School Emergency Relief (ESSER) Fund. The primary purpose of this position is to perform data collection, research, analysis, and support to the field around data use, research, and technical assistance in support of ODE's work to improve critical statistics based on research and data and promote educational equity.

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
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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”.

50%	N	E	Research Planning, Design, and Analyses <ul style="list-style-type: none"> Identify research priorities and appropriate methodology to address programmatic needs to sustain and learn from activities and investments made through ESSER funds. Design rigorous analyses in support of the periodic reporting to the federal government regarding the impact of ESSER investments on school outcomes. Plan, assign, check, and manage the work of other research staff engaged in gathering, compiling, and analyzing information and data; this may include managing projects that include broad cross-functional team members and overseeing the daily activities of research staff assigned to projects. Plan and manage complex analytical or statistical research projects to advance the programmatic goals and objectives of ESSER; this includes developing procedures that describe the series of steps to be taken by analysts, designing forms and survey instruments and data files to construct data sets for analysis and future study; and applying software to the complex analysis and writing programs utilizing statistical procedures based on assumptions and hypotheses in the research design; studying and analyzing tables, graphs, and charts, and other statistics to arrive at conclusions about the data; and reporting and presentation of technical research findings. Review literature, national trends and State data to evaluate services and client outcomes of ESSER investments and activities. Develop, plan, and execute data collections and related state and federal reports pertaining to ESSER including data ownership and project management. Collaborate with members of the DOGM/Pandemic Renewal Team and other research analysts in OTLA and across ODE, Office of Finance Information and Technology staff, and others to meet all federal regulations pertaining to ESSER and ESEA and to develop and implement procedures to enhance reporting quality. Establish data quality assurance and validation procedures. Develop and maintain documentation and presentations to explain the results and outcomes associated with ESSER investments and activities to internal ODE staff, local education agencies, members of the Legislature, other state
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			<p>and federal agencies, education and community partners, and members of the public.</p> <ul style="list-style-type: none"> • Provide technical assistance to districts, schools, and ESDs submitting and validating data. • Work with internal ODE staff, impacted education and community partners, and other state and federal agencies to establish and revise business rules as necessary. • Monitor compliance with state and federal law pertaining to ESSER • Track milestones, progress, and issues pertaining to ESSER and participate as a member of a larger project team and keep the team informed of analytic concerns. • Provide or arrange for technical training for team members and staff to build internal capacity around data literacy and deepen understanding of emerging best practices and preliminary outcomes associated with ESSER
20%	N	E	<p>Technical Consulting</p> <ul style="list-style-type: none"> • Confer with policy makers, executive level management, business groups, legislative bodies, associations, unions, news media, and state and local officials regarding current data, trends, projections, or impact of existing or proposed studies pertaining to the impact of ESSER investments • Provide recommendations for project management of data collection changes and enhancements to improve data quality to other data owners in OTLA • Prepare written responses and provide technical expertise and specialized information to staff across the agency as requested • Represent the agency as an expert around the status and outcomes of ESSER investments when consulting with and developing plans for state and local groups (e.g., advisory committees, planning boards, Chambers of Commerce). • Develop materials and make presentations to internal ODE staff, LEAs, members of the Legislature, other state and federal agencies, education and community partners, and members of the public to report research findings, current statistics, or forecasts related to ESSER investments.
20%	N	E	<p>Report Preparation</p> <ul style="list-style-type: none"> • Write statistical and narrative summary reports of research findings and articles for publication with audience-appropriate language that explains the significance of trends and content including summary tables, graphs, and charts. • Write reports interpreting and analyzing interactions, movements and changes in the world (e.g., at the federal, state, and local levels) pertaining to the status and outcomes of ESSER investments. • Train and guide lower level analysts in report writing. • Prepare statistical forecasts and explain their significance to a program and review data and reports for clarity and accuracy. • Serve as agency spokesperson regarding current situations and forecasts with the news media related to the status and outcomes of ESSER investments.

10%	N	E	Other duties as assigned.
At all times	N	E	<p>Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description</p> <ul style="list-style-type: none"> • 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. <p>Demonstrate professionalism</p> <ul style="list-style-type: none"> • 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 will spend the majority of their time in the office environment. Near constant use of a computer and telephone are necessary. There will also be occasional travel to local meetings.

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

Elementary and Secondary School Emergency Relief (ESSER) Fund; Oregon Revised Statutes and Chapter Laws; Oregon Administrative Rules; Federal Laws, Code of Regulations (CFR), Requirements, and Guidelines; Oregon Accounting Manual Rules and Regulation; ODE Policies and Procedures; Oregon Department of Education's Numbered Memos; ODE grant management, budget, and procurement procedures

b. How are these guidelines used?

As guides for evaluating policies and proposed legislation and for performing day-to-day work. Procedural guidelines used to comply with state and federal laws and rules and Department policies. Administrative rules, statutes and administration manuals are used to provide technical assistance to agency staff and personnel in the field. Reference manuals, data plans, and other technical documentation used to make decisions regarding the most prudent course of action for completing tasks and projects in a timely and accurate manner.

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

ODE staff	Phone, email, meetings	Input, Communication, coordination	Daily
Local school districts and ESDs	Phone, email, meetings, WebEx, conferences	Communication and coordination, technical consulting	Daily
Other state agencies and outside organizations	Phone, email, meetings, reports	Communications and coordination	Weekly
Legislators and other decision-makers	Phone, email, meetings, reports	Provide data, information, and results of analysis	Ongoing

SECTION 7. POSITION RELATED DECISION MAKING

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

As a data collection owner and Research Analyst, this person must make decisions regarding project design, development and implementation, as required by law, best practices and as outlined in work plans developed by the Assistant Superintendent of Teaching, Learning, and Assessment. The person in this position works within professional standards and practices, Federal and State law, rules, regulations and agency policy and guidelines. At times, guidelines must be developed or adapted to the specific circumstances of the assignment in response to unprecedented problems or issues.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
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Note: If additional rows of the belowtable are needed, place curser at end of a row (outside table) and hit "Enter".

Principal Exec/Mgr. F		Reviews projects and proposals	ongoing	To assure that the work is being performed with a high degree of professionalism and in a timely manner.
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SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

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?	

- ☒ Plan work
- ☐ Assigns 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

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

- 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.
- Proficiency in Excel, Word, SQL, and with statistical software such as SPSS, Stata, R or similar products.
- Demonstrated community engagement skills.
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Foundational understanding of state and federal laws
- Experience with both qualitative and quantitative research methodologies and multiple modes of data presentation to communicate to diverse audiences.
- Experience in oral presentations and presentation software.
- 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 demonstrate a leadership role as part of a collaborative team effort.
- 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.

This position is required to possess and maintain a valid driver's license issued by the state where the employee resides or provide an acceptable alternate mode of transportation.

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

Operating Area	Biennial Amount (\$00000.00)	Fund Type
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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".

SECTION 11. ORGANIZATIONAL CHART

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.

SECTION 12. SIGNATURES

	Employee Signature	Date		Supervisor Signature	Date
	Appointing Authority Signature	Date			