



**STATE OF OREGON
POSITION DESCRIPTION**

Position Revised Date:
1/7/22

This position is:

Agency: Department of Education

Facility: Public Service Building

☒ New

☐ Revised

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

SECTION 1. POSITION INFORMATION

a. Classification Title:	Educational Program Specialist 2	b. Classification No:	2301
c. Effective Date:	11/30/21	d. Position No:	
e. Working Title:	Migrant Education Specialist	f. Agency No:	58100
g. Section Title:	Multilingual and Migrant Education Team (OTLA)	h. Budget Auth No:	
i. Employee Name:		j. Repr. Code:	OAS
k. Work Location (City – County):	Salem, Marion		
l. Supervisor Name (Optional):			
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"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share		
n. FLSA:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	If Exempt:	<input type="checkbox"/> Executive <input checked="" 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 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

The federal American Rescue Plan Elementary and Secondary Emergency Relief Fund (ESSER III) provides funding to State Education Agencies (SEAs) in response to the COVID-19 pandemic. As Oregon's SEA, ODE is charged with investing over \$100 million through direct program services and staffing. ODE created this position as part of its staffing to implement ODE's ESSER III investments. The primary purpose of this position is to expand the agency's ability to support students and families who are receiving linguistic, academic and graduation services under the migrant education program. A core function of this position will be to ensure the agency and migrant programs are calibrated in understanding and advancing evidence-based, culturally and linguistically responsive approaches to serving migrant students and families.

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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35%	R	E	Building the Capacity of Programs and Schools to Improve Family Engagement and Graduation Services for Migrant Students and Families <ul style="list-style-type: none"> • Lead work groups that partner with local, state and national programs, agencies and organizations to develop school-wide and district-wide programs that increase the capacity to improve instruction in the area of family engagement and graduation for migrant students and families • Evaluate program and school effectiveness by analyzing system health indicators, such as assessment data and progress markers • Build partnerships to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity to improve culturally and linguistically responsive instruction, family engagement, and graduation services for migrant students • Develop guidance, tools, and other formal and informal resources on best practices in the area of multilingual instruction, family engagement, and graduation supports for migrant students in response to migrant, regional, district, community, and student needs. This includes developing resources that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identities • Collaborate with ODE's internal offices, including OEDI, OTLA, and OESO to provide leadership for developing a system of resource alignment to assist districts in providing culturally relevant and responsive intervention, prevention, and student support that integrates special and general education services, including but not limited to migrant education, culturally responsive family engagement, and graduation services for migrant students • Lead the development of a statewide plan and program for strengthening the family engagement efforts under Title I-C and make recommendations at the state, regional and district levels to support authentic and culturally responsive family engagement efforts • Provide technical support and training to educators, administrators, and other LEA staff, in the area of secondary and postsecondary success for migrant students, including ensuring that district curricula and linguistic services lead to students' ability to graduate with an Oregon standard diploma • Work with migrant education coordinators, members of the migrant education community and others to lead the statewide parent advisory council • Coordinate or collaborate with staff across ODE and with external education partners to support the development and sustainment of a professional learning community for migrant education, including culturally responsive family engagement
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			and secondary / postsecondary success, including through educational conferences, workshops, and seminars
30%	R	E	<p>Developing and Maintaining Linguistic and Academic Supports for Migrant Students</p> <ul style="list-style-type: none"> • Coordinate individual or group efforts to research best practices, find and develop resources, and provide technical assistance to schools and districts to implement and assess culturally and linguistically responsive instructional strategies for migrant students that advance educational equity and improve student outcomes • Prepare materials that guide district leaders and regional coordinators in the measurement of migrant student achievement and evaluation of educational programs serving migrant students • Maintain knowledge and understanding of evidence-based education research and best practices and integrate such concepts into systems for implementation of migrant education programs • Partner with content area specialists, directors and other leadership within ODE and with external education experts at the local, state, and national level to improve curriculum and instruction for students participating in migrant education programs • Collaborate with other state agencies and multidisciplinary partners to ensure that current research, evidence, community experiences, and student voice informs ODE policies, programs, and recommendations in the area of migrant education • Lead and participate in work group or task force efforts supporting migrant education programs and the development and dissemination of best practices • Address questions and requests for information in the area of migrant education, including relevant laws, rules, and instructional standards • Analyze reports, complex policies, and proposed programs (internal and external) pertaining to migrant education and assist in agency response
30%	R	E	<p>Migrant Education Program Coordination, Including Culturally Responsive Family Engagement</p> <ul style="list-style-type: none"> • Collaborate with other state agencies and multidisciplinary partners to ensure that current research, evidence, community experiences, and student voice informs ODE policies and processes implementing migrant education programs • Coordinate with ODE's Title I-C Education Specialist to assist all migrant regions in planning and monitoring implementation of districts' migrant services

			<ul style="list-style-type: none"> Analyze and evaluate data, policies, and proposals pertaining to migrant education, identify the potential impact on success at the secondary level, and recommend a course of action Resolve statewide program and policy issues by applying expertise in the area of migrant education and develop strategies and problem solving models to address issues in a manner that promotes culturally responsive family engagement, educational equity, and antiracism Write contracts and monitor contracted services pertaining to migrant education for effectiveness, efficiency, and compliance with State and Federal policies and procedures. Analyze proposed legislation pertaining to migrant education for potential problems or advantages, and ensure that documentation is in place to support conclusions. Prepare testimony for administrative use before legislative committees. Lead actions to implement new legislation by incorporating legislative mandates into program standards. Develop Oregon Administrative Rules and internal policies and procedures
5%	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.

Regular and consistent attendance is an essential function of all positions in the office. Frequent

contact by telephone, e-mail, in writing or in person with agency personnel and others. The position may require some weekend and evening hours and overnight travel.

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.

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 Elementary and Secondary Education Act, authorized as Every Student Succeeds Act, and the American Rescue Plan - Elementary and Secondary School Emergency Relief Fund - III program.

b. 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 Contacted	How	Purpose	How Often?
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Note: If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".

School Administrators	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Daily
Teachers and specialists	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Daily
Parents	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Daily
State agencies and administration	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Weekly
Professional groups	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Monthly

SECTION 7. POSITION RELATED DECISION MAKING

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

Must be able to be familiar with state laws, educational systems, and public health recommendations and apply them to challenges presented by LEAs. Must be familiar with multilingual and migrant education research and be able to interpret and use research findings in development of programs. Must be able to facilitate complex situations. Skilled at working within a team-based decision making structure that includes a strong equity lens.

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 below table are needed, place curser at end of a row (outside table) and hit "Enter".

PEM F		Reviews work informally and formally	Periodically	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.
PEM F		Performance Appraisal	Quarterly	To evaluate employees job performance: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

a.	How many employees are directly supervised by this position?	None
	How many employees are supervised through a subordinate supervisor?	None

b. Which of the following activities does this position do?

- | | |
|--|---|
| <input type="checkbox"/> Plan work | <input checked="" type="checkbox"/> Coordinates schedules |
| <input type="checkbox"/> Assigns work | <input type="checkbox"/> Hires and discharges |
| <input type="checkbox"/> Approves work | <input type="checkbox"/> Recommends hiring |
| <input type="checkbox"/> Responds to grievances | <input type="checkbox"/> Gives input for performance evaluations |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> 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:

REQUESTED SKILLS

- Experience with multilingual and migrant education
- Experience with culturally responsive family engagement and leading community engagement efforts
- Strong comprehensive writing and speaking skills in both English and Spanish
- Knowledge of local, state, and federal programs related to migrant education
- Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools
- Experience providing advice or technical assistance to school districts, Tribes, community groups or public
- 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
- Experience working with culturally and linguistically diverse groups
- Ability to facilitate group dialogues and solicit and value diverse viewpoints
- Ability to demonstrate tact and to be assertive when faced with noncompliance issues
- Ability to establish effective relationships with a variety of education and community partners
- Ability to demonstrate a leadership role as part of a collaborative team effort
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management
- Ability to multitask and work in a fast-paced environment
- Ability to take broad concepts and convert them to guidance and direction
- Working knowledge of presentation and meeting software
- Experience in applying web technology as a communication tool
- Evidence of strong verbal and written communication, facilitation, and collaboration skills
- Demonstrated ability for project management focused on systems level organizational change

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 curser 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		