



**STATE OF OREGON
POSITION DESCRIPTION**

Position Revised Date:
2/24/21

This position is:

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

Agency: Oregon Department of Education

Facility: Early Learning Division

☐ New ☒ Revised

SECTION 1. POSITION INFORMATION

a. Classification Title: <u>Program Analyst 4</u>		b. Classification No: _____	
c. Effective Date: _____		d. Position No: _____	
e. Working Title: <u>Spark Specialist</u>		f. Agency No: <u>58100</u>	
g. Section Title: <u>Community Systems Team</u>		h. Budget Auth No: _____	
i. Employee Name: _____		j. Repr. Code: <u>OAS</u>	
k. Work Location (City – County): <u>Salem, Oregon</u>			
l. Supervisor Name (Optional): <u>Jon Reeves</u>			
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		o. Eligible for Overtime: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If Exempt: <input type="checkbox"/> Executive <input checked="" type="checkbox"/> Professional <input type="checkbox"/> Administrative			

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 Early Learning Division (ELD) is a division of the Oregon Department of Education. Its mission is to support all of Oregon's young children and families to learn and thrive. ELD values equity, dedication, integrity, and collective wisdom making a positive impact to benefit Oregon's children and families.

The ELD is responsible for oversight of a statewide early care and education service delivery system. This work includes administration of state and federal early care and education programs such as state preschool, home visiting, Relief Nurseries, Early Learning Hubs, and professional learning for early childhood professionals. The Early Learning Council, a Governor-appointed public board charged with coordinating a cross-sector system at the state level to improve kindergarten readiness, serves as the policy-making body for the ELD. As Oregon's child care agency, the ELD is also responsible for the design and implementation of the state's child care work. This includes the licensing program, professional development, and quality improvement (Spark) along with responsibilities for the development and implementation of the state's child care plan pursuant to the federal Child Care and Development Fund (CCDF). Staff members are located in a central office in Salem and in field offices in various parts of the state.

- 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 Spark Specialist position works as a member of the Community Systems Team and is responsible for leading the effective implementation, ongoing management, and continuous improvement of Spark, Oregon's Quality Recognition and Improvement System (QRIS). The revision of Spark is a major focus of the Early Learning Division. The Early Learning Division will focus on ensuring Spark is an effective system to support the continuous quality improvement of early childhood educators and programs to support the learning and development of young children and inform families about their options for their child's care and learning. The Spark Specialist will manage the ongoing implementation and revision of Spark, assuring the engagement of internal and external stakeholders, partner organizations, birth to five educators and families. The position is responsible for developing and/or coordinating the design of Spark standards, guidelines and improvement plans, requests for proposals, and funding proposals. The position builds collaborative partnerships, represents the ELD and builds knowledge and understanding at all levels of the early learning system, regarding Spark. The Spark Specialist implements strategies designed to expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable, infant and toddler early care and education and preschool programs that meet the needs of Oregon 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
Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".			
60%	R	E	Program Development, Implementation and Continuous Improvement <ul style="list-style-type: none"> Leads the work to revise Spark to be a system focused on continuous quality improvement and professional learning supports for providers Effectively manages and continuously improves the implementation of Spark Develops annual goals, action plans and priorities for the Spark program overall Develops scopes of work and provides oversight for all Spark associated contractors Writes policies and procedures to guide successful system-level change in Spark Develops state standards, guidelines and improvement plans, requests for proposals, and funding proposals to strengthen Spark Conducts or oversees evaluations to develop new Spark support and services, determine best practices or predict impact of investments Work closely with ELD team members to facilitate best practice in administering Spark and designing continuous quality improvement efforts Develop and implement strategies that address racial inequities and employ culturally responsive approaches to

			<p>maintain and revise Spark to best serve early education programs</p> <ul style="list-style-type: none"> Engage in the analysis of data as part of an iterative continuous quality improvement cycle to make informed data driven decision recommendations for the professional learning system.
25%	R	E	<p>Building Collaborative Partnerships</p> <ul style="list-style-type: none"> Builds collaborative partnerships, represents the ELD and builds knowledge and understanding regarding Spark with families, birth to five educators, partner organizations, local Child Care Resource and Referral entities, and other related institutions and organizations Coordinates and consults with state, local or federal agencies to plan funding projects and lead the development of ongoing Spark improvements Leads work groups, develop and manage contracts and determine resource allocations Facilitates engagement of internal and external stakeholders, in the development and implementation of Spark including convening data analysts, program specialists, other state agencies, parents, research partners, and grantee organizations to further develop systems
10%	R	E	<p>Technical Assistance in Professional Learning Systems</p> <ul style="list-style-type: none"> Recommends administrative controls, organizational structures and program standards to other organizations and contractors, i.e., Child Care Resource and Referral entities, to improve operations and maintain compliance with established Spark policies and objectives Gives consultation and coaching on Spark to state program staff, local agencies, higher education and other professional learning related organizations Researches and makes available to others the best current knowledge to improve compliance and operational procedures Interprets program requirements, applicable statutes, administrative rules, regulations, policies, guidelines, and procedures related to CCDF, General Fund and other funding streams Advises on policy-related issues and potential needs Represents ELD at local, state, regional and national events, as requested Writes request for applications, develops, negotiates and manages contracts, grants and interagency agreements to develop and manage Spark Creates and maintains Spark operational guidelines, manuals, materials, resources, and information memorandums
5%	R	E	<p>Other Duties as Assigned</p> <ul style="list-style-type: none"> Completes other duties as assigned related to the Community Systems Team or the Early Learning Division
At All Times	N	E	<p>Commitment to Equity</p> <ul style="list-style-type: none"> In addition to the cultivation of equitable practices across all aspects of your position description; Learn and apply knowledge and skills to interrupt systemic oppression;

			<ul style="list-style-type: none"> Participate and engage in efforts to further Early Learning Division wide efforts to develop and implement equity work; Have knowledge of and apply tools, such as the Equity Lens, Culturally Responsive Community Engagement tool, etc., to all the work to ensure that the shared vision and mission of the Early Learning Division is clearly articulated in all the work produced.
At All Times	N	E	<ul style="list-style-type: none"> Consistently treats customers, stakeholders, 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.

- Open and often noisy work environment, frequently working with highly sensitive materials.
- Requires input and retrieval of information from the different computer systems.
- Requires strong communication skills by telephone, in writing, and in-person.
- Regular interruptions.
- Frequent travel, possibly overnight.
- May require prioritization of heavy volume of work, pressure of rush jobs and deadlines which require quality finished product.

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.

Oregon Revised Statutes, Administrative Rules, Child Care Development Funds requirements, Early Learning Council policies and procedures, State and federal laws and regulations.

b. How are these guidelines used?

State and federal laws provide or limit authority to act. Rules and policies guide program actions. These guidelines must be followed when performing job duties.

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?
ELD Child Care Unit and Community Systems Team	In person/email/telephone	Collaboration and contribution to cross staff, cutting discussions, ensuring engagement and alignment of work.	Daily, As needed

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

CCR&R, Head Start and other Early Childhood service providers	In person/email/telephone	Provide direction, clarification and respond to contractor questions; provide guidance and support	Daily, As needed
ELD Program Unit staff	In person/email/telephone	Collaboration and contribution to cross cutting discussions; ensure engagement and alignment of work	Daily, As needed
Early Learning Council	In person/email/telephone	Share information, obtain approval for work	As Needed
Hub Leadership	In person/email/telephone	Share information	As Needed
Professional Development Colleagues	In person/email/telephone	Support Coordination of Spark efforts	As Needed

SECTION 7. POSITION RELATED DECISION MAKING

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

This position develops, interprets, and implements program standards and policies. Makes decisions daily regarding the professional development of the early learning workforce in applying the policies of the programs to particular situations. Problem solving is part of the technical assistance provided.

Recommends policy and program changes. Analyzes and makes recommendations regarding state and federal legislation. Recommends actions to ensure program success.

Is responsible to plan, schedule and carry out major projects and must make decisions to meet timelines and expectations. Decides manner in which programs will operate in regard to meeting program and grant requirements.

The effect of these decisions are practice and policy improvements to ensure that the Early Learning Division meets State and Federal requirements.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
PEM ECommunity Systems Team Manager		In person/via email/telephone	Weekly	Ensure appropriate direction of work.

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

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?

- | | |
|--|---|
| <input type="checkbox"/> Plan work | <input 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:

Bachelor's degree or higher in child development, early childhood education, human development, health education, human services, family support, public health or other related field; AND five years' experience working with communities of color, dual learners, and rural communities. Experience working with preschool aged children and their families, development of communities of practice for technical assistance providers and coaches, and program development or project management. Knowledge of Oregon's early learning systems to support children ages birth to five and their families.

OR

Any combination of experience or education equivalent to eight years of experience working with communities of color, dual learners, and rural communities.

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

Operating Area	Biennial Amount (\$00000.00)	Fund Type
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