POSITION DESCRIPTION *(Please Read Instructions on the Back)*

1. Agency Position No.: IE02100

2. Reason for Submission: [ ] Redescription [X] New [ ] Reestablishment [ ] Other

Explanation *(Show any positions replaced)*: 2015 BIE Reorganization

3. Service: [X] Hdqtrs [ ] Field

4. Employing Office Location: Washington, DC

5. Duty Station: Window Rock, AZ

6. OPM Certification No.:

7. Fair Labor Standards Act: [X] Exempt [ ] Nonexempt

8. Financial Statements Required: [ ] Executive Personnel Financial Disclosure [X] Employment and Financial Interest

9. Subject to IA Action: [ ] Yes [X] No

10. Position Status: [X] Competitive [ ] Excepted *(Specify in Remarks)* [ ] SES (Gen.) [ ] SES (CR)

11. Position Is: [X] Supervisory [ ] Managerial [ ] Neither

12. Sensitivity: 6 - BI w/ childcare

13. Competitive Level Code: 908

14. Agency Use: Telework: 4

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. Office of Personnel Management						
b. Department, Agency or Establishment						
c. Second Level Review						
d. First Level Review	Education Program Administrator (BIE Operated Schools)	GS	1710	15	AB	01/27/2015
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(if different from official title)*:

17. Name of Employee *(if vacant, specify)*:

18. Department, Agency, or Establishment: U.S. Department of the Interior

a. First Subdivision: Assistant Secretary - Indian Affairs

b. Second Subdivision: Bureau of Indian Education

c. Third Subdivision: Associate Deputy Director - Navajo

d. Fourth Subdivision: Schools and Education Resource Centers

e. Fifth Subdivision:

19. Employee Review-This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee *(optional)*:

20. **Supervisory Certification.** *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.*

a. Typed Name and Title of Immediate Supervisor: Charles M. Roessel, Director, Bureau of Indian Education

Signature: Charles M. Roessel — Date: 2/2/15

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*:

Signature: — Date:

21. **Classification/Job Grading Certification.** *I certify that this position has been classified/graded as required by Title 5, U.S. Code, in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.*

Typed Name and Title of Official Taking Action: Allison S. Beard, Human Resources Specialist (Staffing & Classification)

Signature: Allison S. Beard — Date: 01/27/15

22. Position Classification Standards Used in Classifying/Grading Position: Education and Vocational Training Series, GS-1710, TS-109, October 1991; General Schedule Supervisory Guide, HRCD-5, June 1998

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee *(optional)*										
b. Supervisor										
c. Classifier										

24. Remarks: Positions in the Bureau of Indian Education are subject to Indian Preference for Employment. Position is at the Full Performance Level. Occasional Driver. BUS CODE: 8888

25. Description of Major Duties and Responsibilities *(See Attached)*

Education Program Administrator – BIE-Operated Schools
GS-1710-15

A. INTRODUCTION

The incumbent contributes to the mission of the Bureau of Indian Education (BIE) by serving as the program and education administrator responsible for the instructional leadership, management, administration, oversight and operating efficiency and effectiveness of assigned BIE education programs. These programs are designed for American Indian/Alaska Native and other eligible students attending elementary, secondary and dormitory based schools and include BIE operated schools. The incumbent plans, develops and executes Government Performance and Results Act (GPRA), Department of Education compliance reporting, Internal Control Reviews and other initiatives designed to provide maximum and optimal education services to the Indian students focusing on improved student academic achievement.

B. MAJOR DUTIES AND RESPONSIBILITIES

The Education Program Administrator (EPA) is responsible for the management of the Education Resource Center (ERC) and BIE-operated schools aligned with the ERC; a key position reporting to the Associate Deputy Director, BIE Operated schools. Is responsible for developing and executing immediate, mid-term and long-range program plans that are in consonance with the BIE Blueprint for Reform and are designed to provide optimal education services to students attending BIE operated schools with a focus on improved student academic achievement.

Primary objectives are to direct and administer the Federal government's education treaty and/or education trust responsibilities to the Indian people; achieve Adequate Yearly Progress (AYP) at all BIE operated schools by providing dynamic leadership to ensure that highly qualified staff are hired, trained and retained, core instructional programs are scientifically research based and supplemental programs are appropriately aligned. Develops and implements a school/student data information system, effectively integrating an IT program for the academic and dormitory programs, establishing a method with the state to validate testing data, develop and implement a system wide sanctions/rewards program for schools who fail/succeed in achieving AYP. Ensures all schools are accredited through an appropriate accrediting agency. Ensures compliance with required statutes and regulations and develop and implement appropriate supplementary education programs/initiatives to improve student academic achievement.

Ensures safe and secure schools for all BIE operated schools by developing and implementing appropriate policies, procedures and processes to address violence, drugs, continuity of operations and overall student safety. Provide a free and appropriate public education for all eligible students by assessing school special education program performance to ensure FAPE, assessing and revising and updating policies and procedures ensuring compliance with P.L. 108-446, IDEIA and ensuring that the appropriate monitoring and follow-up is conducted on all instructional programs. Improve Administrative, Organizational and Management Capability by ensuring that all ERC and school policies and procedures, handbooks, and systems are assessed and updated, implement the five (5) tier performance management system and improve communication by ensuring parent and community involvement, communicating to all stakeholders, meeting with school boards, parents, tribes, and other stakeholders to identify critical issues affecting Indian education.

Functions as the executive level official with Federal, Tribal, State, and other local governments, business organizations, universities, media, interest groups, members of Congress, Congressional Committees, and public and private citizens.

Maintains a close working relationship with tribal officials, communicating with and interpreting programs and policies affecting Indian education programs at the ERC. May be called upon to serve, as the BIE's representative in interagency committees where Government policies, particularly those affecting the Indian education.

Participates in top level management planning sessions by developing short, mid-range, and long term goals and objectives in budget, organization, and human resource programs. Advises Associate Deputy Director, BIE Operated Schools of the impact on the ERC education programs using input from all levels of the Agency, Bureau, Department, other Bureaus, OMB, GAO, Congress and Indian tribes. Ensures that all legislative, GAO, Treasury, OMB, Department and Bureau requirements are adhered to.

Develops the need for and maintains an awareness of available resources, and makes recommendations to Associate Deputy Director, BIE Operated Schools regarding needs, distribution or redistribution of these resources. The incumbent has full authority for a large number of fund control points, which are budgeted, in the millions of dollars.

Exercises human resources management responsibilities. Directly supervises professional, administrative, and support staff at the ERC; and indirectly supervises through several school principals a number of professional educators including teachers of various specialties, guidance counselors, recreation specialists, etc. Exercises significant responsibilities in dealing with officials of other units or organizations or in advising management official of higher rank. Assures reasonable equity of performance standards and rating techniques developed by subordinates or assuring comparable equity in the assessment by subordinates of the adequacy of contractor capabilities or of contractor completed work. Directs a major program segment with significant resources. Makes decisions on work problems presented by subordinate supervisors and project/team leaders, or by contractors. Evaluates subordinate principals, supervisors or leaders and serves as the reviewing official on evaluations of nonsupervisory employees rated by subordinate supervisors.

Makes or approves selections for subordinate supervisory positions and for work /project leaders. Hears and resolves group grievances or serious employee complaints. Reviews and approves serious disciplinary actions (e.g., suspensions) involving supervisor and non-supervisor subordinates. Makes decisions on non-routine, costly, or controversial training needs and training requests related to employees. Determines whether contractor performed work meets standards of adequacy necessary for authorization of payment. Approves expenses comparable to within-grade increases, extensive overtime, and employee travel.

Recommends awards or bonuses for supervisory/nonsupervisory personnel and changes in position classification, subject to approval by higher-level officials. Finds and implements ways to eliminate or reduce significant bottlenecks and barriers to production, promote team building, or improve business practices. Insures that employees supervised follow Bureau and government-wide regulations covering pay, travel, sick leave and annual leave.

The incumbent is responsible for furthering the goals of equal employment opportunity (EEO) by taking positive steps to assure the accomplishment of affirmative action objectives and by adhering to nondiscriminatory employment practices in regard to race, color, religion, sex, national origin, age, or handicap. Specifically, incumbent initiates nondiscriminatory practices and affirmative action for the area under his/her supervision in the following: (1) merit promotion of employees and recruitment and hiring of applicants; (2) fair treatment of all employees; (3) encouragement and recognition of employee achievements; (4) career development of employees; and (5) full utilization of their skills. Keeps informed of, supports, and communicates to employees EEO policies, plans, and programs.

Attends school board meetings, parent and community meetings to impart information on BIE and ERC academic programs and activities; obtain first-hand information concerning ERC program efforts, and to solicit opinions and recommendations regarding ERC program objectives and priorities.

Performs special assignments/projects as directed, requiring exceptional mastery of a broad area of education including elementary and secondary education, and adult education and skill in generating and developing new approaches and concepts and in planning, evaluating, and providing leadership to major long and short range special projects. These projects typically involve implementation of

new or major modifications of education programs, components or systems throughout BIE. Conducts surveys, studies, and investigations in specialized areas of BIE education programs which the Director/Deputy Director, BIE, and/or Principal Deputy Assistant Secretary - Indian Affairs has expressed particular interest. The projects may be location or discipline specific, and/or may encompass all programs at the national level. The incumbent is a recognized authority in the broad education field, whose judgments, advice, and influence have a major impact on BIE nationwide programs and future planning. Coordinates with multiple levels of BIE line officials and management in the planning and development of new education programs, systems, and components. Serves as a subject matter expert on Indian education programs for the region.

C. FACTORS

1. Knowledge Required by the Position

Mastery of advanced professional theories, principles and practices of education and education administration to manage an ERC and perform special assignments/projects as directed. Mastery of special requirements of second-language learners, the economically disadvantaged, the culturally unique and the exceptional child; and skill in interrelating the principles and concepts in these fields in developing and implementing programs and policies and managing, monitoring, and evaluating BIE operated schools and projects to achieve BIE's objectives. On a broader scope, the incumbent is recognized as an expert in this broad area of education, whose advice and influence have a major impact on BIE nationwide programs and future activities.

Thorough knowledge and understanding of the Federal government's trust and/or treaty responsibilities for Indian education and the extent and identity of Indian education problems and practices in order to insure the development and provision of an optimal education program for the students attending the BIE operated schools at this ERC.

Thorough knowledge and understanding of Federal laws, rules, regulations and policy governing the government's relationship with Indian tribes and people.

Demonstrated executive and management ability to plan, implement, direct and monitor program operations of the varied activities at the ERC engaged in providing optimal education programs.

Comprehensive knowledge of Federal, Departmental, Bureau-wide and ERC level, policies and procedures, regulations and statutes governing the operation of Indian education programs.

Ability to establish and maintain an effective working relationship with the Indian people, various levels of the Tribal government and the BIE.

Specialized knowledge of Special Education program techniques, evaluation and assessment methods including the kind and nature of accommodations, modifications, and alternate assessment.

Comprehensive knowledge of human resources management principles, responsibilities, and applicable regulations in order to provide appropriate and consistent direction with statutes, regulations and policies and procedures and the goals and objectives of higher level management.

Comprehensive knowledge of principles and practices of team building to create team environment that fosters partnership, innovation, and continuous process improvement.

Comprehensive knowledge of the methods and techniques of data driven decision making, best practice effective school correlates, fact-finding, analysis, and resolution of complex problems, and the ability to develop concrete action plans to solve problems.

Knowledge of computer applications and information management resources to track and assist in the conduct of an effective program of an ERC.

2. Supervisory Controls

Works under the direct supervision of the Associate Deputy Director, BIE-Operated Schools, who establishes program objectives and furnishes policy guidance; interactions are consultative and limited to controversial, political or sensitive issues.

Incumbent is delegated full authority to administer the education program(s). The incumbent carries out the duties and responsibilities of the position independently, exercising leadership and managerial ability in planning, implementing, executing and evaluating effective education/instructional programs. Keeps supervisor informed of program status, progress, and other issues that may adversely impact objectives.

Work products are considered technically authoritative; program recommendations are accepted without significant changes. Work is evaluated on the basis of results achieved, including the alignment of curriculum with appropriate state standards, ensuring that supervisory/managerial duties are carried out in accordance with established statutory and regulatory requirements and appropriate policies and procedures, ensures full implementation of P.L. 108-446, ensures effective communication of the Elementary and Secondary Education Act (ESEA) regulations/definitions of AYP and final rule to appropriate stakeholders and appropriate reduction in violence and drug use on school sites.

3. Guidelines

Guidelines include broadly stated Department goals and BIE objectives, regulations, policy statements, Office of Personnel Management Regulations, Executive Orders, Code of Federal Regulations, federal procurement and property management rules and regulations; various statutes concerning Indian education, trust professional principles and philosophies of education and associated theories, practices and techniques; general educational material distributed by the BIE; State and regional accreditation standards, policies and procedures; and resolutions, recommendations and directives of the School Boards.

These guidelines are numerous and varied, and embrace a range of concepts and procedures which require or permit broad latitude and innovative action due to the wide variety of technical, socio-economic and political issues involved. The incumbent is required to exercise a high degree of originality and creativity in researching and developing new approaches within the guidelines, as various operational problems require managerial decisions that result in the setting of precedents and alteration of methods.

4. Complexity

The EPA is the management official held responsible for planning, coordinating, implementing and directing the operations of the ERC programs, projects, and activities, both in-house and contracted. Decisions and actions of the incumbent considerably influence or determine the present and future direction of Indian education programs and activities of the ERC such as preschool, elementary and secondary education, education for the disabled, and adult education. The EPA works with the State Education Superintendent to align educational strategies for congruency with state evaluations, curricula and assessment.

The work involves planning, developing, and evaluating objectives and priorities for these education programs and activities, and the strategies for accomplishing the objectives. The incumbent must deal with highly controversial and sensitive issues that require exceptional tact and diplomacy to resolve issues and situations in a manner which will reflect positively on BIE. Work is characterized by broad and intensive efforts involving several types of problems where the controlling practices are largely undefined, or where the technical and management methods and practices are in a state of development or are extensively affected by advances in technology. Program responsibility involves the full range of situations pertinent to various education programs, requiring the development of new or refined methods and application of advanced education technology.

Decisions are complicated by new/emerging or theoretical concepts, deficient or underdeveloped education/natural/human resources, technological advancements, uncertain/untried factors, approaches or methodologies which may be inconsistent or in conflict with existing operating processes or governing source philosophies. Education programs contain historical deficiencies in meeting disadvantaged Indian student needs and administratively controlled BIE Boarding Schools (24-hour operations), which enhances the position's level of complexity and difficulty. Exercises originality when developing long, mid-term, and short-range action plans; presenting program performance conclusions, findings and recommendations; developing program evaluation methodologies; conducting analysis of interrelated efficiency or effectiveness issues or evaluations to identify/resolve complex operating problems; planning, developing, executing and evaluating programs and concepts to meet conflicting priorities, requirements or political preferences designed to improve overall education levels and personal or economic well-being of the Indian people.

On the broader scope, the incumbent evaluates the direction and significance of education trends and developments in order to adjust assigned program segments to the latest advancement in education program management and operations and to changing needs. Assignments require utilization of research based practices in performing a broad range of Indian education program management and administration duties involving policy and procedure development, education trend analysis, proposed Indian education legislation, innovative education analysis and surveys. The work involves determining the soundness of ERC education programs and plans, developing and establishing new approaches and methods for use by educators, and resolving problems that are critical to accomplishing the ERC's mission, etc. It also has an impact on the work of top-level managers of the BIE or other education professionals in many different programs and locations within the Department of Education, BIE and ERC. The work influences the effectiveness of Indian education programs located in different geographic locations.

Additionally, the incumbent is utilized and recognized as an expert in the broad area of education, whose advice and influence have a major impact on BIE nationwide programs and future activities.

5. Scope and Effect

The purpose of the work is to plan, develop, and execute a large, major ERC education program segment, projects, and activities for the BIE. Position serves as principal manager and education administrator. Provides leadership and managerial direction to a diversified education program. Serves as an expert of education programs; delegated authority to administer education activities. Plans, develops, directs, coordinates, and/or evaluates BIE education activities. Resolves operating program problems and develop approaches to meet program missions or objectives. Work affects student education levels, provides optimal education services and enhances economic self-sufficiency and well-being of Indian people.

6. Personal Contacts

Contacts are with subordinates; BIE/Department/Tribal executives and officials and/or board members (local and tribal government levels); with members of Congress and their staffs; school board members; parents and guardians; community leaders; Federal/State/County government, private and business executive, professional or administrative personnel. These contacts are typically conducted in unstructured settings and occur at various locations throughout the United States and are frequent and recurring because the incumbent serves as an authoritative participant in top management decisions.

7. Purpose of Contacts

Contacts are to plan, advise and coordinate education program activities; negotiate resource services/agreements; obtain support to improve education program activities, methodologies and techniques; explain BIE plans, objectives and positions; provide/receive program operation

information; improve public relations; ensure contract/grant compliance; resolve public complaints; present controversial issues; and effect compromises between radically differing groups.

8. Physical Demands

There may be extensive travel away from the duty station utilizing various methods of travel. Although the work is mostly sedentary, there is some walking, carrying, standing, bending and stooping involved on location and at operational sites. Incumbent is subject to call at any time in case of program emergencies. Incumbent is required to operate a motor vehicle in performance of the work.

9. Work Environment

The work is usually performed in an office, conference and/or classroom setting. Travel to remote areas and areas noted for severe weather and harsh traveling conditions might be necessary. This environment involves everyday risks or discomforts requiring normal safety precautions typical of office settings or commercial vehicles such as planes or automobiles or commercial lodging. The work area is adequately lighted, heated and ventilated.

D. OTHER REQUIREMENTS AND WORK CONDITIONS

The employee may be required to work other than normal work hours during peak time or emergency situations. Appropriately handles and safeguards sensitive and/or classified information in accordance with regulations to reduce potential compromise. Position is subject to a favorable background investigation.

If the incumbent is a member of any of the Tribes serviced, he/she may not make, nor participate in a substantial manner in, any decision of the BI E if the employee, spouse, minor children or other relatives residing in the employee's home have a private, direct interest in the decision. If the decision is one the employee would be expected to make if he or she had no direct interest, the matter shall be referred to the next higher authority of the BIE, which does not have such private, direct interest in an appropriate form but without recommendation, by the employee having a private, direct interest. Should the incumbent be continuously subjected to this restriction, a review of the job classification will be required to ascertain whether reclassification will be necessary in light of the impact of this restriction on the ability of the incumbent to carry out all the anticipated job duties.

The incumbent is required to drive a motor vehicle while on travel status away from duty station. A valid State driver's license is required when operating a motor vehicle on the job.

Position is subject to Financial Statement requirements: Incumbent is required to file an OGE Form 450, Executive Branch Confidential Financial Disclosure Report upon entering the position and annually, in accordance with 5 CFR 2634, and Executive Order 12674, as modified by Executive Order 12731. Incumbent can file OGE Optional Form 450-A to meet the annual requirement, but must file the long form (OGE Form 450) every fourth year or general election year.

FLSA Determination: This position meets the § 551.205 Executive exemption criteria. The incumbent (1) customarily and regularly direct the work of 2 or more employees, and (2) exercise full supervisory authorities including the hiring, firing, advancement, promotion, or any other change of status of these employees. **FLSA Designation: Exempt**

BUS Code Determination: Unit description for Bureau of Indian Education (BIE) in the current Bureau of Indian Affairs & FISE-AFT Local 4524 Agreement (dated October 2011) includes all professional and nonprofessional employees of the Bureau of Indian Affairs operated schools under the Office of Indian Education Programs (aka BIE), including security guards; excluding temporary employees of less than 90 days, management officials, supervisors, and employees described in 5 U.S.C 7112(b)(2),(3),(4),(6) and (7).

This position is a manager and supervisor, therefore, is specifically excluded from union membership by 5 USC 7112. BUS Code Designation: 8888

Telework Determination: Suitable Scheduled, situational and for emergency telework. (FPPS Position Code: 4)

POSITION DESCRIPTION ADDENDUM
MOTOR VEHICLE OPERATION – INDIAN AFFAIRS

Title: Education Program Administrator (Bureau Operated Schools)

Pay Plan/Series/Grade: GS-1710-15 Position Number: IE02100

Organization: Associate Deputy Director, Navajo Schools/Schools and Education Resource Centers

Duty Station: Window Rock,AZ

The incumbent of this position will:
[Place an "**X**" next to appropriate category]

____ **Regularly** operate government vehicles or equipment to perform the duties of the position.

__X___ Occasionally operate a motor vehicle, but not on a regular basis.

____ Not be required to operate a vehicle.

Employees occupying positions with the requirement to **regularly** operate a vehicle must successfully complete the web-based National Safety Council Defensive Driving Course every 3 years.

All positions are subject to the Indian Affairs Motor Vehicle Operation Policy. Incumbents must be in compliance with all policy requirements depending upon position motor vehicle operation status.

U.S. OFFICE OF PERSONNEL MANAGEMENT

INVESTIGATE POSITION DESIGNATION OF NATIONAL SECURITY AND PUBLIC TRUST POSITIONS (SUMMARY)

Position Designation Record

Agency	Department of the Interior; AS-IA; Bureau of Indian Education
Position Title	Education Program Administrator (All Specialties)
Series and Grade/Pay Band	GS-1710-15
Position Description Number	#_____

Potential for Compromise or Damage

Duties	Degree of Potential for Compromise or Damage
Government rulemaking, policy, and program responsibility (includes regulation or policy making, directing, implementing, advising)	• Senior management duties or assignments that do not rise to the level of an automatic High-Risk condition • Substantial responsibility for approving regulations and/or rule-making agendas for significant government programs • Sets policy for significant government programs • Independent agency spokesperson concerning sensitive/controversial matters • Serves in advisory role to senior agency officials who complete one or more of the above duties
Investigation, oversight, and audits of government personnel, programs, and activities (includes access to complete investigative files)	• Conducts internal and/or external non-criminal investigations, inquiries, or audits, the outcome or compromise of which could cause moderate harm
Protection of personal, private, controlled unclassified, or proprietary information (includes access to or processing of personal information such as that protected by the Privacy Act (PA) of 1974, Freedom of Information Act (FOIA), financial data, government information that is for "Official Use Only," or privileged information involving the award of contracts, contractor proprietary information, etc.)	• Access to personal, private, proprietary, or sensitive but unclassified/controlled unclassified information, the unauthorized disclosure of which could cause limited damage to individuals, business entities, or government programs or operations or any potential damage is limited to the local level

Adjustment for Program Designation and Level of Supervision

Adjustments	Label
Adjustment for Scope of Program and Correlation to Extent of Impact (see definitions)	Multi-agency impact
Adjustment for level of supervision or other controls	Limited or no supervision - ability to act independently in almost all areas almost all of the time

Total Points Designation

Label	Points
Total Initial Position Designation Points from Step 2	66
Adjusted Position Designation Points from Step 3	61

Suitability

Investigation	Form Required
BI	SF 85P

Designator Notes/Justification/Comments

BI- Background..... Position is subject to 25 USC 3207 and 42 USC 13041, therefore Final Designation is: BI with Childcare.

Signature: Thomas Hetrick Date: 10/1/2015

Name: Dorothy A. Willie, HR Specialist (Class)