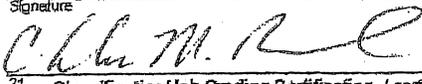
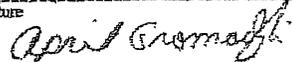


<b>POSITION DESCRIPTION</b> (Please Read Instructions on the Back)						1. Agency Position No <b>IE02026</b>					
2. Reason for Submission <input type="checkbox"/> Redescription <input checked="" type="checkbox"/> New <input type="checkbox"/> Reestablishment <input type="checkbox"/> Other		3. Service <input type="checkbox"/> Hdqrs <input checked="" type="checkbox"/> Field		4. Employing Office Location <b>Washington, DC</b>		5. Duty Station <b>Window Rock, AZ</b>		6. OPM Certification No.			
Explanation (Show any positions replaced)  <b>2015 BIE Reorganization</b>				7. Fair Labor Standards Act <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt		8. Financial Statements Required <input type="checkbox"/> Executive Personnel Financial Disclosure <input type="checkbox"/> Employment and Financial Interest		9. Subject to IA Action <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
				10. Position Status <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Excepted (Specify in Remarks) <input type="checkbox"/> SES (Gen.) <input type="checkbox"/> SES (CR)		11. Position Is <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input checked="" type="checkbox"/> Neither		12. Sensitivity <b>5- MBI w/ childcare...</b>			
						13. Competitive Level Code		14. Agency Use <b>Telework: 4</b>			
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		<b>Education Program Specialist (21st Century/ Residential)</b>				<b>GS</b>	<b>1720</b>	<b>13</b>	<b>AK</b>	<b>1/29/15</b>	
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 <b>U.S. Department of the Interior</b>						c. Third Subdivision <b>Associate Deputy Director, Navajo Schools</b>					
a. First Subdivision <b>Assistant Secretary - Indian Affairs</b>						d. Fourth Subdivision <b>Curriculum, Instruction, Assessment</b>					
b. Second Subdivision <b>Bureau of Indian Education</b>						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 <b>Charles M. Roessel Director, Bureau of Indian Education</b>						b. Typed Name and Title of Higher-Level Supervisor or Manager (optional)					
Signature 			Date <b>2/12/15</b>			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.						22. Position Classification Standards Used in Classifying/Grading Position <b>Education Program Series, GS-1720, TS-109, October 1991; General Education and training Series, GS-1701, TS-109, October 1991.</b>					
Typed Name and Title of Official Taking Action <b>April Gromadzki Human Resources Specialist (Classification)</b>						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 of 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.					
Signature 			Date <b>1/28/15</b>								
23. Position Review		Initials	Date	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee (optional)											
b. Supervisor											
c. Classifier											
24. Remarks <b>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</b>											
25. Description of Major Duties and Responsibilities (See Attached)											

**EDUCATION PROGRAM SPECIALIST  
(21<sup>st</sup> Century/Residential)  
GS-1720-13**

**A. INTRODUCTION**

This position provides guidance, technical assistance and support to 21<sup>st</sup> Century school level and residential programs throughout the regions of Bureau of Indian Education to ensure that 21<sup>st</sup> Century/residential life experiences complement and enhance classroom instructions and conducts evaluations on 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)/residential programs to assure their performance aligns to standards for model programs.

**B. MAJOR DUTIES AND RESPONSIBILITIES**

It is the mission of the position of 21<sup>st</sup> Century Coordinator to support BIE funded schools granted a 21<sup>st</sup> Century Community Learning Center Grant by identifying areas needing improvement and developing strategies of technical assistance to improve academic achievement and assist schools with a understanding of various state and federal requirements that directly impact their schools. The focus of this position is to function as a local education agency and effectively administer education programs and projects for Bureau funded schools.

Plans, develops, and coordinates professional development program for schools receiving this grant. The incumbent must establish and maintain a cooperative working relationship with various entities including the district office, schools receiving this grant, and other federal, tribal, state, school, program officials and the general public.

Reviews technical and administrative guidelines to maintain current familiarity with the basic program objectives to be met, and with the general nature and extent of prescribed plans, policies and procedures governing their accomplishment.

Incumbent serves as an analyst and expert advisor to the Associate Deputy Director (hereafter ADD) in the administration and monitoring of Bureau Operated and/or Grant Residential Programs to ensure that these programs meet and comply with the requirement of 25 CFR Part 36, applicable directives, and policies, and ensures that quality home living care is rendered in all residential programs. Executes oversight functions and serves as a liaison between the residential programs and the ADD ERC so proper technical assistance and resources are provided to address targeted needs.

Coordinates and collaborates with other residential life specialists to develop policies and procedures effecting work and student related services in residential programs, to complement federal regulations. Develops and provides professional development and standards to improve delivery of services to students; ensures Critical Incident/Death Reporting System, student health care and medication distribution, student check out system, substance abuse cases, and student disciplinary actions are dealt with effectively and efficiently. Provides technical assistance in developing and publishing student handbooks and keep abreast of current laws, regulations, and best practices in residential programs serving primary and secondary students.

Evaluates Residential Program's performance to validate their progress and compliance with all applicable and mandated regulations; and submit reports to the ADD. Uses gathered data from on-site visits, annual reports, and requests for technical support to document progresses and any improvements. Proposes alternative methods that will improve the overall crucial functions of a residential program; submits formal reports of findings and recommendations; organizes and advocates to the appropriate ADD for assistance and resources; and establishes a database of Native American Student Information

System (NASIS) for residential use.

Assists Residential Programs in completing and submitting their Annual Dormitory Accountability Report with appropriate follow through and guidance. The report signifies total assessment in terms of administration, supervision of students, policy and standards, student record management, compliance with Privacy Act, counseling services, social development, staff qualification and trainings, after school and extracurricular activities, safety, health, security, food service, and transportation. Consolidates and prepares report for submission with findings and recommendations.

Establishes and coordinates a reporting system for residential programs to ensure accuracy, validity, completeness, and a timely submission to appropriate offices. Monitors programs through follow-ups to make corrections and guarantee full compliance.

Establishes effective programs to enlighten students on the detrimental effects of substance abuse through counseling. Edify students and staff on recreation, safety, health, security, food service, and transportation.

Through coordination and collaboration with dietitians and nutritionists from Indian Health Services, USDA, and consultants; incumbent assists in planning and developing a nutritious program for all students.

Evaluates and identifies professional development to strengthen employee learning, and identifies resources and provides technical support to implement and initiate classes and staff development needed. Provides training in positive behavior supports, life skills to enhance learning opportunities for students.

Advocate for residential programs within and outside BIE and collaborate with educational departments of state, tribal and other private entities to develop a comprehensive and quality home living care system. Represents local residential programs and the ADD in a variety of professional conferences in regards to goals, policies and needs. Works closely with other BIE Residential Specialist to develop a standard that is delivered to all BIE residential programs.

Serves as liaison between the school and resource agencies that can influence the accomplishment of expanded educational and other activities for both the school and community (e.g. providing workshops and other learning situations for staff to help them develop skills and increased understanding of the educational process; and ongoing projects with business and community leaders aimed at combating the abuse of alcohol and drugs among the youth). Attends Agency, local school board, and chapter meetings to explain school programs and policies and to promoting a positive relationship within the community.

Implements Elementary, Secondary Education Act (ESEA), and Individuals with Disabilities Education Act (IDEA) (P.L. 105-17), and other federal programs in an organized, systematic way to improve student achievement as proposed in the Bureau's State Plan and to meet the Government Performance Results Act objectives.

Provides assistance with the leadership and direction for the development, implementation and evaluation of requirements, training and technical assistance between the district, agency/school locations, consultants to meet the overall goals and objectives of IDEIA Eligibility Document and other applicable laws and regulations that relate to professional development.

Develops and conducts in-service training for grant facilitators and residential programs to insure coordination and understanding of district's organizational structure, school reform concepts and initiatives, school improvement components, IDEA and other statutory requirements.

Collaborates with State Departments of Education, Department of Education, Universities, Law Enforcement, Social Services, Tribes and other federal and state entities to develop partnerships, memorandums of agreement and models of coordinated service plans to improve educational services to

Indian students.

Develops and provides core training materials, information and technical assistance regarding professional development under the 21<sup>st</sup> CCLC grant and residential programs to agencies to ensure that it is incorporated into school reform plans and staff development activities. Collects and analyzes data and prepare reports in the proper format and content for the Department of Education, Tribes, parents and other customers.

### C. FACTORS

#### 1. Knowledge required by the Position Factor Level 1-8, 1550 pts

Mastery of the theories, techniques, materials, evaluation instruments and procedures to develop policies, plans, guidelines and standards and to conduct evaluation and monitoring of professional development programs, 21<sup>st</sup> Century and Residential Programs, and services to Indian children.

Knowledge of information technology sufficient to establish monitoring and reporting control systems, input and retrieve budget and program information for Residential Programs.

Comprehensive knowledge of delivery techniques and evaluation and assessment methodology regarding the implementation of the district 21<sup>st</sup> CCLC and Residential Program, including decision-making about the type and nature of training; provides professional expertise to agency and school staff.

Expertise in providing direction, guidance and authoritative consultant services throughout BIE on matters pertaining to the 21<sup>st</sup> CCLC Grant, school improvement/restructuring and residential programs.

Skill adapting and extending established concepts and methods, and assessing proposals for innovative alternative approaches from the standpoint of educational soundness, likelihood of success, feasibility, cost, priority, and consistency with overall program objectives of the agency.

Skill maintaining effective working relationships with both customers and technical resources to serve as communication liaison and advocate for Residential Programs.

Skill in written and verbal communications to explain/present status of programs, make presentations in public forums, etc.

#### 2. Supervisory Controls Factor Level 2-4, 450 pts

The incumbent works under the general supervision of the ADD, and who indicates general problems, overall objectives, and furnishes guidance on critical issues or policy matters. The incumbent receives technical assistance from the other staff within the ADD office, and other appropriate staff. Incumbent consults with and advises the ADD on such aspects as priorities, requirements and milestones. Incumbent plans and carries out assignments independently, designing approaches and monitoring system, setting own priorities and coordinating/consulting as necessary. Independently resolves problems, and advises the supervisor on progress of work and any potentially controversial issues. Completed work is reviewed in terms of overall performance and effectiveness in meeting organizational goals and feasibility.

#### 3. Guidelines Factor Level 3-4, 450 pts

Guidelines include the Department of Interior and U.S. Department of Education Regulations, IDEIA (P.L. 108-446) and Regulations, ESEA, NCLB (P.L. 107-110, Titles I, II, IV, VI and X), the Education Department General Administration Regulations (EDGAR), 25 CFR; 42 CFR; CAP; GPRA, professional journals, publications, texts and technical manuals. The incumbent conducts extensive analysis and interpretation in applying the provisions of the numerous and complex guidelines. Independent research is conducted to determine the applicability of the guidelines for many unique and difficult assignments and

modify them accordingly.

#### 4. Complexity

Factor Level 4-4, 225 pts

Work involves serving as expert professional consultant and providing direction to 21<sup>st</sup> Century and Residential Programs in the region concerning a wide variety of issues and problems related to administration, supervision of students, policy and standards, student records management like Individual Education Plans (Special Education) and compliance with Privacy Act, counseling services, social development, staff development and training, after school and extra curricula activities, recreation, safety, health, security, food service, and transportation. The position also provides oversight and evaluation of 21<sup>st</sup> Century and Residential Program to ensure compliance with applicable laws and regulations, and optimal services to boarding students in all these areas. Functions are complicated by conflicting legislation, multiple programs and stakeholders, evolving technological and best practices, broad range of program issues, changing program standards and requirements, significant technical issues, management demands, multiple regulations and statutes with different specifications and requirements, conflicting priorities and time constraints, and conflicting interests of Federal, state, and Tribal governments and agencies.

The work involves review and analysis of program performance in compliance with legislative reporting requirement, and regulatory controls; and BIE policy and procedures. The incumbent makes decisions regarding the design of plans, methodology, coordination, advocacy and networking to carry out assignments, and provides coordination and consultation to 21<sup>st</sup> Century and Residential Programs, Indian communities and other stakeholders to explain the provision of statutes, policy, and procedures associated with various facets of the program. The work involves research and interpretation of considerable data to provide consultant services.

Demonstrate extensive knowledge and skill in applying a wide range of analytical and evaluative techniques to monitoring education programs with the objective of optimizing its efficiency and effectiveness. The incumbent must demonstrate knowledge of planning, scheduling, and tracking techniques to structure and monitor the effective and efficient execution of the programs.

#### 5. Scope and Effect

Factor Level 5-5, 325 pts

The purpose of this position is serve as an analyst and expert advisor to the ADD in the administration and monitoring of Bureau Operated and/or Tribally Controlled 21<sup>st</sup> Century and Residential Programs to resolves critical problems and provides guidance on new approaches and methods that have a substantial impact on the work of other agency specialists, contractors, grantees, and the education community, and ensure these programs meet the requirements of and comply with applicable laws and regulations, policy and procedure, continual improvement of programs, and provision of a healthy, well balanced residential life experiences for boarding students. The employee's knowledge, skill, professionalism, and level of motivation directly impact the administration and effectiveness of 21<sup>st</sup> Century and Residential Programs in the region. Through assignments and responsibilities performed by the employee, an orderly procedure for the review, monitoring, and continuous improvements of 21<sup>st</sup> Century and Residential Programs is accomplished. As a result of the employee's work, regulatory controls and requirements are enforced, information is disseminated, personnel are trained, integrity and compliance of programs/projects and accountability are assured. The quality of program reviews, monitoring, program analysis, validation, analysis, and monitoring are dependent on the quality of work and professionalism of the incumbent.

#### 6. Personal Contacts

Factor Level 6-3, 60 pts

Employee contacts include professional educators and officials at the local, school, area/agency levels, training consultants, state and federal agency staff, DOI-Office of the Solicitors, Tribal Officials, parents and advocates.

7. Purpose of Contacts

Factor Level 7-3, 120 pts

The purpose of the contact is to review, identify and analyze needs, requirements, problems and issues to perform assignments. These contacts also are made to advise, influence and persuade a wide variety of individuals and organizations on issues related to 21<sup>st</sup> Century and Residential Programs, within and outside BIE. The employee may encounter resistance due to divergent viewpoints concerning issues such as organizational conflicts, politics, competing objectives, resource problems, or instructional techniques and processes. These situations require the employee to influence and motivate persons or groups by use of persuasion or negotiation techniques in order to obtain the desired effect, such as to enforce compliance with laws regulations, policies and procedures.

8. Physical Demands

Factor Level 8-1, 5 pts

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.

9. Work Environment

Factor Level 9-1, 5 pts

The work is usually performed in an office setting. Travel to remote areas and areas noted for severe weather and harsh traveling conditions may 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/CONDITIONS

Work requires frequent travel away from the duty station to school locations and other places to carry out work. A valid State driver's license is required when operating a motor vehicle on the job, while in travel status.

**FLSA Determination:** IAW 5 CFR 551.206, Professional Exemption Criteria, Subpart 5 CFR 551.208 Learned Professionals Criteria, this position is determined Exempt from coverage under the Fair Labor Standards Act.

The incumbent supports BIE funded schools that are granted a 21<sup>st</sup> Century Community Learning Center Grant by identifying areas needing improvement and developing strategies of technical assistance to improve academic achievement and assist schools with a understanding of various state and federal requirements that directly impact their schools. The focus of this position is to function as a local education agency and effectively administer education programs and projects for Bureau funded schools. Plans, develops, and coordinates professional development program for schools receiving this grant. The work is predominantly intellectual and requires professional knowledge of the theories, principles and techniques of elementary and secondary education. This professional knowledge is typically acquired by prolonged college or university studies evidenced by receipt of a Bachelor Degree and up. Therefore, this position fully meets 5 CFR 551.206, Professional Exemption Criteria, Subpart 5 CFR 551.208 Learned Professionals Criteria. **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 meets the criteria for exemption under 5 USC 7112 (1): any management official or supervisor. A management official or supervisor is an individual whose position the duties and responsibilities of which require or authorize the individual to formulate, determine, or influence the policies of the agency or participates in the formulation of that policy. This position is considered a management official whose duties are to participate in providing leadership and administration of residential life program for the ADD. Incumbent influences policies and procedures of Indian Education at the ADD level, which is a mission component of BIE. On this basis, position is determined excluded from the collective bargaining agreement. **BUS Code Designation: 8888**

**Telework Determination:** BIE has determined this position is suitable scheduled, situational and for emergency telework. **FPPS Code: 4**

POSITION DESCRIPTION ADDENDUM  
MOTOR VEHICLE OPERATION – INDIAN AFFAIRS

Title: Education Program Specialist (21st Century/ Residential)

Pay Plan/Series/Grade: GS-1720-13 Position Number: IE02026

Organization: Associate Deputy Director, Navajo Schools

Duty Station: Window Rock, AZ

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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 Specialist (21st Century/ Residential)  
 Series and Grade/Pay GS-1720-13  
 Band  
 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)	<ul style="list-style-type: none"> <li>Management duties with less than moderate impact on programs</li> <li>Regulation or policy input is limited to contributing to working groups or providing technical input</li> </ul>
Investigation, oversight, and audits of government personnel, programs, and activities (includes access to complete investigative files)	<ul style="list-style-type: none"> <li>Conducts internal and/or external non-criminal investigations, inquiries, or audits, the outcome or compromise of which could cause moderate harm</li> </ul>
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.)	<ul style="list-style-type: none"> <li>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</li> </ul>

Adjustment for Program Designation and Level of Supervision

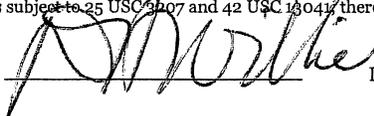
Adjustments	Label
Adjustment for Scope of Program and Correlation to Extent of Impact (see definitions)	Multi-agency impact
Adjustment for level of supervision or other controls	Periodic, ongoing review - ability to act independently a lot of the time

Total Points Designation

Label	Points	Suitability	
		Investigation	Form Required
Total Initial Position Designation Points from Step 2	17	MBI	SF 85P
Adjusted Position Designation Points from Step 3	17		

Designator Notes/Justification/Comments

Position is subject to 25 USC 5207 and 42 USC 14041, therefore MBI-CNACI. Final Designation: MBI with Childcare.

Signature:  Date: 9/28/2015  
 Name: Dorothy A. Willie, HR Specialist (Class)