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

1. Agency Position No.: IE01101
6. OPM Certification No.:

2. Reason for Submission: [ ] Redescription [X] New [ ] Reestablishment [ ] Other
3. Service: [X] Hdqtrs [ ] Field
4. Employing Office Location: Washington, DC
5. Duty Station: Minneapolis, MN
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

Explanation *(Show any positions replaced)*: 2015 Bureau Reorganization.

10. Position Status: [ ] Competitive [ ] Excepted *(Specify in Remarks)* [ ] SES (Gen.) [ ] SES (CR)
11. Position Is: [ ] Supervisory [X] 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 (Tribally Controlled Schools) | GS | 1710 | 15 | asb | 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 - Tribally Controlled Schools
d. Fourth Subdivision: Education Resource Centers- Minneapolis
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: [signature] Date: 2/12/15
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 Program Series, GS-1720, TS-109, 10-91; Education and Vocational Training Series, GS-1710, TS-109, 10-91; General Schedule Supervisory Guide, HRCD-5, 06-98

**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 (Tribally Controlled 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 Centers (ERC); a key position reporting to the Associate Deputy Director, Tribally Controlled 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 Tribally Controlled Schools with a focus on improved student academic achievement. The EPA is responsible for providing customized technical assistance and support to BIE funded Tribally Controlled schools.

The position is an extension of the ADD with full authority and accountability for providing customized technical assistance and support to BIE funded Tribally Controlled schools.

As the EPA, the incumbent plans, develops and executes program action plans in consonance with BIE's Corrective Action Plans (CAP), Government Performance and Results Act (GPRA) and other initiatives designed to provide maximum and optimal education services to Indian students focusing on improved student achievement and financial and program accountability for BIE. The incumbent is delegated authority to make decisions, commitments and policy within the framework of Federal laws and regulations, and BIE policies and procedures. Position is delegated authority for developing, implementing, managing, and evaluating policies, procedures and operations involving a wide range of and geographically diverse field operations, residential life programs and systems. Responsible for effective and efficient integration of assigned programs and operations.

Responsible for continually assessing the effectiveness of education programs; developing snort-term and long-term plans, strategic plans in alignment with CAP; and ensuring successful implementation. Shares responsibilities with ADD for directing and administering the Federal government education treaty and/or education trust responsibilities to the Indian people: achievement of Adequate Yearly Progress (AYP) at assigned BIE funded schools by providing leadership to ensure the development of highly qualified staff and trained. Core instructional programs are scientifically research based and supplemental programs are appropriately aligned, meeting the NCLB requirements. Ensures the establishment and maintenance of a school/student data system, effectively integrating an IT program for the academic and residential programs, directs the establishment of a method with the states to validate testing data, developing and implementing a system-wide sanctions/rewards program for schools who fail/succeed in achieving (AYP). Responsible for partnering with respective States Superintendents of Education and regional accreditation agencies to align educational efforts to maximize number of schools achieving AYP. Ensures that grant conditions for Tribally Controlled schools (TCS) are in compliance with required statutes and regulations and directs the development and implementation of appropriate supplementary

education programs/initiatives to improve student academic achievement.

Shares responsibility with the ADD for ensuring safe and secure schools for all BIE funded schools by guiding the development and implementation of appropriate policies, procedures and processes to address violence, drugs, continuity of operations and overall student safety. Ensures a free and appropriate public education (FAPE) for all eligible students, ensuring compliance with P.L 108-446, (DEIA and ensuring that the appropriate monitoring and follow-up is conducted on all instructional programs. Plans and coordinates with Division of Performance and Accountability (DPA) to ensure that monitoring and compliance of all federally funded programs are completed annually. Responsible for ensuring schools address all non-compliance through establishing and working a live action plan.

Improve administrative, organizational and management capability by ensuring that the ERC's assess and update all appropriate academic, residential and administrative policies and procedures, handbooks, and systems; and improve communication by ensuring parent and community involvement, ensure that the negotiated Elementary and Secondary Education Act (ESEA) regulations and definitions are communicated to all stakeholders, ensure meetings are held with school boards, parents. tribes, grantees and other stakeholders to identify critical issues affecting Indian education.

Participates with the ADD in obtaining and allocating resources to support and operate all assigned schools and programs. Maintains effective relationship with tribally controlled schools, American Indian organizations, state, and other organizations. Provides direction and decisions which lends effective support and guidance to the ERCs; provides guidance and direction of available resources to achieve the goals and objectives of assigned tribally controlled schools and programs.

Provides expert counsel, advice and recommendations to the ADD on various matters regarding the operation of tribally controlled schools and programs. Provides leadership/guidance in conducting surveys, studies, and investigations in specialized areas of Indian education programs in which the ADD expressed particular interest. The projects may be location or discipline specific, and/or may encompass all tribally controlled schools and ERCs.

Participates in development of new approaches and concepts 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 at the schools/dormitories, or systems throughout BIE.

Provides leadership, overall direction and special emphasis efforts to achieve the goals and objectives of Indian Self Determination (P.L. 93-638, P.L.100-297, and P.L 107-110).
Maintains a close working relationship with tribal officials within assigned ERCs, communicating with and interpreting programs and policies affecting their education programs.

Ensures that all legislative, GAO, Treasury, OMB, Department and Bureau requirements are adhered to by assigned tribally controlled schools/dormitories.

Furnishes the ADD with periodic reports of progress, workload and accomplishments. Assures ERCs are fully aware of work requirements. Ensures the timely performance of work and quality standards are being met. Evaluates the effectiveness of programs supervised in terms of mission accomplishment; quality and quantity of standards; procedural, policy and regulatory compliance; and technical competence.

Interviews candidates for vacant ERCs and immediate staff positions and makes selections, promotions and reassignments, assuring full compliance with EEO policy and regulations. Identifies training and developmental needs of employees, providing or making provisions for training and professional development as needed. Develops individual development plans and encourages employees to meet these plans. Exercises position management responsibilities by ensuring that subordinates job descriptions are current and accurate and that subordinate positions are designed and structured to

ensure optimum efficiency, effectiveness and economy in accordance with the Federal position management program and objectives.

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.

C. FACTORS

1 . Knowledge Required by the Position

Knowledge of the special initiatives and CAP of the ADD and BIE in order to provide the executive leadership required to maintain effective, efficient, and responsive education programs and operations which responds to the mission of the BIE and in this process provides quality education for Indian country.

Mastery of advanced professional theories, principles and practices of education and education administration to manage ERCs and tribally controlled schools/dormitories, and skill in interrelating these principles and concepts in developing and implementing programs and policies, monitoring, and evaluating tribally controlled schools and projects to achieve BIE's objectives and goals.

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 tribally controlled schools at assigned ERCs. Ability to establish and maintain an effective working relationship with local community stakeholders, various levels of the Tribal government and the BIE.

Thorough knowledge and understanding of Federal laws, rules, regulations and policy governing the government's relationship with Indian tribes and people, particularly the Indian Self-Determination and Education Assistance Act, P.L 93-638, Tribally Controlled Schools Act as amended by P.L. 107-110, P. L 95-561, P. L. 99-89, and P. L. 98-511.

Mastery knowledge of program and organizational analysis principles, methods, practices and techniques; analytical methods; and interpersonal relation practices, Skill in applying this mastery knowledge in developing new methods and approaches in planning, integrating and evaluating of assigned ERCs.

Knowledge of the objective, plans, operations, and long-term needs of the BIE to provide the appropriate technical and administrative coordination of the ERCs that will meet the education needs of the Indian communities.

Comprehensive knowledge of general management and supervisory principles to adequately carry out the executive management aspects and supervisory responsibilities of the office.

Comprehensive knowledge of Federal, Departmental, Bureau and BIE regulations, policies and procedures governing administrative services (Le., personnel, property & supply, contracting, budget, finance, safety, etc.) in order to assure compliance with their provisions within the BIE.

Knowledge and skill in policy formulation, program development, staff direction and training, development of organizational plans, and ability to accomplish program objectives through effective and efficient

utilization of the physical and human resources of BIE.

Knowledge of principles and practices of team building to create a 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 education program.

2. Supervisory Controls

Incumbent proceeds with responsibilities based on very broad programmatic objectives and assignments from the ADD. The incumbent shares fully the responsibility with the ADD for organizing, planning, directing, and coordinating operations of assigned ERCs, education field operations, residential life, and education facilities management programs. The incumbent carries out the duties and responsibilities of the position independently, exercising leadership and managerial ability in planning, implementing and executing the programs of B/E. Work products are considered technically authoritative; program recommendations are accepted without significant changes. Accomplished work is reviewed in terms of adherence to the Administration's policy direction and accomplishments.

3. Guidelines

Guidelines consist of basic legislation, Bureau and Departmental policies, and policy directions as provided by the Director, management philosophies of the bureau; accepted management concepts and procedures; as well as guidance or directives issued by Congress, Inspector General, General Accounting Office, U.S. Department of Education, Office of Management and Budget, and other Federal agencies. The incumbent must use seasoned judgment in interpreting these guidelines, which ultimately become the BIE policy for managing the education programs and operations.

Guidelines include broadly stated Department goals and BIE objectives contained in the CAP, 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; and general educational material distributed by the BIE.

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

Continually reviews and evaluates the education program for attainment of BIE mission and objectives. The mission of the BIE is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. This includes developing the whole individual, taking into account the spiritual, mental, physical, and cultural aspects of the context. There is no subject more vital to Tribes and villages than their young people. As trustee, the Federal Government has a direct interest in protecting and providing for Indian and Alaska Native children's education. Consequently, the incumbent must be able to scrutinize a multiple of complex, and frequently conflicting, demands and arrive at sound executive management decisions associated with the

day-to-day administrative and technical coordination of assigned programs and operations.

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.

5. Scope and Effect

This position involves assisting in providing the executive leadership necessary to maintain, improve, and monitor ERC education programs and operations. The position provides expert administration and coordination of the aspects of the BIE's programs which serve Indian communities. Conveys to tribally controlled schools the scope and intensity of Education legislative changes, National Education trends, Tribal Education programs and activities, and other educational developments on the mission and objectives of BIE to advise on. and/or effect changes and improvements of assigned programs and operations. Works with tribal governments, school boards and other groups who express an interest in running BIE operated schools through the delivery of expert presentations and information on the process. The position also works closely with tribally controlled schools that are experiencing difficulties and provides services to these schools which will allow them to maintain their status.

6. Personal Contacts

Frequent contacts are with other executive management officials throughout the BIE and the Bureau of Indian Affairs, the Department of Interior, the U.S. Congress, the Department of Education, other Federal agencies, State and local organizations, the education community, representatives of GAO and OMB, law enforcement, contractors, lawyers, individual Indians, and Tribal governments. These contacts are typically conducted in unstructured settings and are frequent and recurring because the incumbent serves as an authoritative participant in top management decisions.

7. Purpose of Contacts

Contacts are for the purpose of resolving and discussing policy issues, making management decisions, proposing programmatic changes and resolving conflicts or problematic situations.

Contacts are also 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

Normal Office conditions. The incumbent may work extended duty hours and 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

The position requires the incumbent to travel to remote locations on a frequent basis, by airline or by motor vehicle. 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.

The incumbent is required to drive a motor vehicle in performance of work. A valid State driver's license is required.

Position is subject to a favorable background investigation.

The position is subject to Financial Statement requirements: The 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.

**FLSA Determination:** in light of program management and supervisory responsibilities, this position fully meets the 5 CFR §551.205 Executive Exemption criteria. The incumbent (1) customarily and regularly direct the work of 2 or more employees, and (2) exercises second- and first-line 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 Bureau of Indian Education (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 a supervisor exercising the full range of associated authorities and responsibilities, therefore, is specifically excluded from union membership by 5 use 7112. **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 Administrator

Pay Plan/Series/Grade: GS-1710-15 Position Number: IE01101

Organization: Associate Deputy Director, Tribally Controlled Schools/Minneapolis ERC

Duty Station: Minneapolis, MN

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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.*