

## **Indian Education Program Coordinator**

### **Purpose Statement**

The job of Indian Education Program Coordinator is done for the purpose/s of providing support to the instructional program with specific responsibilities for overseeing the Indian Education program; supporting the ongoing needs of participating families; ensuring compliance with Title VI/ John O'Malley (JOM) program requirements; promoting the programs within the community; developing partnerships with local organizations and agencies; and preparing required supporting documentation and reports.

This job reports to Principal

### **Essential Functions**

- Assists staff in identifying family and student needs for the purpose of developing and/or implementing an action plan to remove barriers to child's success at/post school.
- Collaborates with a variety of internal and external personnel/agencies (e.g. curriculum office, central office staff, school based personnel, community organizations, public agencies, etc.) for the purpose of implementing and maintaining services in accordance with programmatic and regulatory requirements.
- Compiles data on ongoing operations and/or students from multiple sources (e.g. identifies gaps and resources for American Indian partnerships, facilitates parent committee for direction/input to use grant funds, etc.) for the purpose of analyzing issues, identifying program needs, ensuring compliance with established policies and procedures, and/or monitoring program components.
- Coordinates events and activities (e.g. partnerships with community agencies, during the day/after school tutoring, one-on-one instructional assistance for identified students, parent committees, etc.) for the purpose of providing guidance and ensuring compliance with established guidelines.
- Maintains a variety of confidential and non-confidential manual and electronic lists and records (e.g. training materials, referrals, status reports, eligibility reports, budgets and billing, etc.) for the purpose of providing required information and/or documentation.
- Monitors program components, support needs and materials (e.g. Indian certification forms, training needs assessments, design and scope of services, interagency agreements, staff development/mentoring, etc.) for the purpose of enhancing service delivery and complying with program requirements.
- Orients administrative and teaching staff, volunteers, practicum students and program participants (e.g. works closely with Students in Transition Coordinator, District Registrar, Parent Family Liaison, etc.) for the purpose of establishing familiarity with program, services, and required processes.
- Participates in a variety of meetings, workshops and committees (e.g. serves as an advocate for American Indian families; community and public agencies, seminars, conferences, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Prepares a variety of documents, reports and written materials (e.g. documentation regarding Title VI/JOM grant, reports, logs, memos, handouts, etc.) for the purpose of communicating information to parents, staff; providing written support, developing recommendations and/or conveying information.
- Presents information on a variety of topics related to administrative responsibilities (e.g. monthly Title VI/JOM parent meeting, etc.) for the purpose of providing general information, training others, implementing actions, etc.

- Responds to inquiries from a variety of internal and external sources (e.g. staff, parents, community agencies, auditors, students, etc.) for the purpose of providing information and/or direction as may be required.
- Serves as a liaison for families and students who are identified for Title VI/JOM Services for the purpose of ensure a positive educational experience with an increased graduation rate for identified students.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; operating standard office equipment including pertinent software applications; interpreting data; training and developing staff; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, laws and regulations; early childhood education principles; adult learning styles; and the change process.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; establishing effective relationships; communicating with diverse groups in a positive, non-threatening manner; creating a positive image within the community; adapting to changing priorities; working nonstandard hours; and working with frequent interruptions.

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing:**

**Certificates and Licenses**

**Continuing Educ. / Training:**

**Clearances**

Criminal Justice Fingerprint/Background Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

SR

