



Title VI - Indian Education Program Manager

Portland Public Schools (PPS), founded in 1851, is an urban school district in Portland, Oregon. As the largest school district in the Pacific Northwest. PPS serves more than 48,500 students in 81 schools, as well as alternative schools, charter schools and specialized programs for students with special needs. The District is focused on eliminating systemic racism and its impact on student learning. PPS is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service. Portland Public Schools is an equal opportunity and affirmative action employer.

Under general supervision, manage staff and services in the direction, development, implementation and evaluation of specially funded programs designed to enrich the student educational experience; source and oversee distribution of grant allocations and compliance with Federal grant regulations; develop and implement division budget; select, direct and evaluate staff and services of Native American - Indian Education program.

Examples of Duties: -

- Lead and manage the development, implementation, expansion, and evaluation of state and federal special-funded programs, grants and local partnerships; provide leadership, support, advise and counsel on the fiscal and regulatory aspects regarding specially funded programs and positions; apply, prepare, and submit Federal Grant Application.
- Actively support students and families in submitting required paperwork (Federal Form 506); determine student eligibility by checking validity of Federal 506 forms and tribal entities, monitor student count, to determine 30 day cycle of highest count.
- Manage the lifecycle of grant applications which includes but is not limited to: register to apply for grants and begin the application process; certify and submit student count; compile achievement data; meet with Parent Advisory Committee; conduct public hearing for dissemination of achievement data and elicit feedback and recommendations; determine goals/objectives based on recommendations, needs assessments, parent input, and annual budget allocation; submit documents and provide clarification as needed to the Office of Indian Education (OIE).
- Assure all program functions are consistent with applicable state and federal regulations, policies and programs, and the District's vision, mission, strategic plan, educational goals, objectives, policies, and RESJ Plan and Framework.
- Provide a broad array of academic and culturally responsive services to students and families; manage staff involved in the planning, oversight and coordination of programs for parents and community organizations to increase support of assigned programs.
- Collaborate and partner with Native and non-Native programs to expand services to PPS Title VI Youth.

- Support the development, planning and evaluation of designated educational programs; encourage and support implementation and piloting of instructional and specialized programs; promote the use of technology in teaching and learning process.
- Connect and contract with Native and non-Native educators and programs to facilitate workshops, classes, and conferences for activities after school, evenings and on weekends, such as Regalia making cultural arts classes and other relevant activities.
- Monitor grades, attendance, state achievement test scores, credit acquisition, essential skills testing and behavioral data of Title VI students; assist, intervene, and advocate for American Indian & Alaska Native student and families; attend IEP and other meetings, provide letters of support, letters of recommendation, guidance, advice, and related resources.
- Organize extended learning workshops during the school year; recruit students and assist with registration for students in applicable enrichment programming.
- Participate in developing budgets for designated special programs; monitor and oversee implementation strategies to assure budget compliance.
- Participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K-12 education; model appropriate behaviors; develop, recommend and implement improvements to educational and business practices with awareness and understanding of their impact in a racially and culturally diverse community.
- Participate in annual Federal Technical Assistance training with the Office of Indian Education.
- Plan and implement Family Engagement events, produce monthly newsletter to Program families, District staff, community members and leaders, locally and regionally.
- Present American Indian & Alaska Native issues and perspectives in the Focus on Diversity Series and facilitate discussion on selected topics and films; lead, attend and participate in a variety of meetings, workshops and in services; prepare, oversee preparation of and deliver oral and written reports, recommendations, and presentations to the Board, committees, parents, community stakeholders and others regarding a variety of program topics.
- May manage and oversee the performance of contractors and non-certified personnel; interview, recommend, select and evaluate employees; approve transfers, reassignment, termination and disciplinary actions.
- Prepare, plan implement and supervise the Summer Academic & Cultural Enrichment program, provide assistance with recruitment and registration processes and tuition for the Summer Scholars credit retrieval to assist with subject mastery and graduation and other summer programs such as Bridge od of Gods at Lane CC, Indigenous Ways of Knowing, Lewis & Clark College, NAYA, Salmon Camp, Na-ha-shnee, Journeys in Creativity, College Horizons and similar summer programs. -E- -Plan and facilitate Financial Aid workshops such as, Pathways to Scholarships, & Go-To College Day (for middle & high school students/parents); plan and implement annual Honor Day Celebration for Native high school graduates; invite Portland metropolitan area Native graduates and their families to participate.
- Evaluate media materials for authenticity, bias, stereotypes, etc.; purchase media items regularly for Title VI library; showcase curriculum resources to help ensure teachers have access to accurate and culturally respectful content on America Indian and Alaska Native history and contemporary life; assist teachers and schools with units of study, such as the Oregon Trail, and with celebrations during the month of November, native American Heritage Month.
- Actively recruit American Indian and Alaskan Native people to apply for employment with PPS; assist Human Resources in publicity strategies to inform American Indian and Alaskan Native people of employment opportunities in PPS; Provide support to the Pre-K classrooms the for American Indian and Alaskan Native students ages 3 - 5 with an emphasis on Native ways of knowing and

Native language revitalization; support the recruitment of students and staff, selection of teachers, educational assistants, language teachers and/or consultants; assist in classroom set-up, moving furniture, supplies, incorporate Positive Indian Parenting and Health & Wellness programs for parents.

- Use a variety of software such as Microsoft Word, Synergy, Excel, PowerPoint, PeopleSoft and web-based software to access data, generate reports, update and maintain the District's Title VI website and input information into a variety of district documents.
- Engage in professional development opportunities to support program development, implementation, growth and success.
- Engage in and network with Title VI program staff throughout Oregon and the U.S. to ensure best practice, compliance, advocacy and visibility for all American Indian and Alaskan Native students.
- Demonstrate a commitment to the Portland Public Schools Racial Equity and Social Justice work developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.
- Perform related duties as assigned.

Knowledge of:

- Laws and regulations governing state and federal Title VI categorical programs.
- American Indian and Native Alaskan Title VI funded programs' design, planning, development, implementation and evaluation.
- Budget development and control techniques.
- Title VI programs school and student improvement strategies for priority students and schools.
- Current practices to improve student academic achievement and social emotional learning.
- Grant writing and application processes.
- Oral and written communication techniques.
- Principles and practices of leadership, management, supervision and training. -
- Technology and computer software applications.
- Research-based instructional strategies and models for improving instructional practices for all students.
- K-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.

Ability to:

- Learn, plan, formulate, and execute Title VI federal, state, District, and departmental laws, policies, procedures and directives.
- Read, understand, interpret, and follow laws, rules, regulations, processes, policies.
- Source, develop, apply for and monitor local, State and federal grants.
- Research, compile, and verify data and prepare reports..
- Deliver a high-level of customer service to district students and stakeholders.
- Develop, manage, and monitor programs and budgets.
- Participate in the implementation of systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.
- Take responsibility to use good judgment in recognizing scope of authority.
- Analyze situations accurately and adopt an effective course of action.

- Advocate, model and implement Portland Public Schools' Racial Equity, Equity in Public Purchasing and Contracting and Affirmative Action board policies.
- Work effectively with culturally and linguistically diverse groups.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Lead, coach and build team skills to strengthen and cultivate relationships.
- Direct and manage multiple programs and staff.
- Chair meetings; develop and give public presentations before a wide variety of audiences. Communicate effectively, both orally and in writing.
- Prepare and maintain statistical records and reports.
- Use a variety of office machines, technologies, word processing, spreadsheet and presentation software.

MINIMUM QUALIFICATIONS:

Education and Experience:

Education: A Bachelor's degree in Education, Counseling, Social Sciences, program administration, cultural studies, or related field. A Masters Degree in Education will substitute for two (2) years of the required experience.

Experience: Five (5) years of experience developing and administering programs in support of American Indian and Native American under-represented, diverse student populations, is required. Two (2) of the five (5) years must include experience with grant writing, budget development and oversight, program development and staff management. Experience working in a richly diverse school community and environment and bilingual or multilingual skills are highly desirable.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment with extensive student, parent and public contact and frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Bargaining Unit: Non-represented
Salary Grade: 32

Approval Date: February 2022

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Board of Education Policy 1.80.020-P