

The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
P.O. Box 306
Fort Hall, ID 83203



HUMAN RESOURCE DEPARTMENT

Phone: (208) 478-3856/(208) 478-3857
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JOB ANNOUNCEMENT

TITLE: Step Grant Coordinator (Part-time)
DEPARTMENT: Tribal Education
SALARY: (\$29.61) G14/ S 3
OPENS: April 15, 2024
CLOSES: April 26, 2024
CAREER STATUS: PART-TIME; NON-EXEMPT – Conditional upon successful 90-day probationary evaluation and annual budget appropriations.

Attach ALL supporting documents, including: Tribal enrollment, honorable discharge, educational attainment, professional certification, license, and other relevant documents to verify eligibility for job qualifications and preference. INCOMPLETE APPLICATIONS MAY BE SCREENED OUT.

GENERAL PURPOSE:

This is a part-time position at 20-hours per week. The purpose of the job is to coordinate cross agency coordination and consultation on federal, state, and tribal education programs that improve Native American student's academic achievement and identification for eligibility for federal education programs. The position is responsible for maintaining regular communication and coordination with the Education Manager on implementation, monitoring, and evaluation of grant and program activities. Fosters and prioritizes positive working relationships with Local Education Agencies (LEA), aka public schools, State Education Agencies (SEAs), other Tribal Education Agencies (TEAs), funding agencies or foundations, tribal government and affiliate partners, and external networking agencies or organizations. The STEP Grant Coordinator works within a general outline of work to be performed; develops work methods and sequences under direct supervision of the Education Manager.

SUPERVISOR:

The STEP Grant Coordinator is supervised by the Education Manager.

DUTIES AND RESPONSIBILITIES:

Common Duties:

- Read and comply with all appropriate Tribal Policy and procedures; e.g., Human Resource Manual (HRM), Vehicle and Safety Manual, Finance Manual, Internal Department and Project guidelines, etc.
- Work cooperatively with all Tribal employees or those associated with the Tribe.

Step Grant Coordinator

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- Travel to and from remote working environments.
- Maintain daily activity log and submit to supervisor
- Work flexible and irregular work schedules; e.g., occasionally starting before 8:00 a.m. and working beyond 4:30 p.m., as well as weekends.
- Other duties as assigned or necessary to support all subordinate activities.

General Duties:

- Oversee grant compliance, budget, evaluation, and monitoring activities;
- Expands Cross Agency Coordination and Consultation with SEA, LEAs, and other TEAs (as applicable) through written MOU(s), Tribal Consultation Plan, including TEA input on the state Title I Plan, LEA's Impact Aid, and LEA's ESEA Plans as defined by the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA). Participates in capacity building activities to expand understanding of Title I, Impact Aid, Indian Formula grants, and applicable ESEA programs and ESSA Tribal Consultation requirements.
- Organizes and helps facilitate with other TEA staff professional development sessions with the SEA and partner LEAs on tribal culture, history, and language, Native American student academic achievement improvement, college readiness, career pathways, Native American student engagement, and Native American community engagement. Acts as a Capacity Builder for SEA, SDE, and LEAs on effective tribal consultation methods to identify Native American students to increase federal education program funding,
- Participates in leadership team meetings with partner LEAs and SEA to improve academic achievement of Native American students. Assists with Communication Plan with TEAs, LEAs, and SEA partners.
- Reviews and analyzes Native American student achievement data to make decisions on program directions and policy needs. Works with SEA, TEA, and tribal informants (students, families, Elders, cultural resource specialists, leaders) to improve count and identify Native American students in public schools.
- Assists in readiness and implementation activities
- Provide presentations to key stakeholders (parent organizations, School Boards, etc.) to gather their feedback and keep them updated on the progress of the project.
- Generates routine and special reports; documents department activities and events; formats and distributes information on tribal Education-related issues.
- Responsible for using data management and tracking system to document scope and outcome of program Logic Model and Evaluation Plan. Will work closely with Education Manager to analyze and use data to make decisions, set priorities, and create strategic action plans.
- Advises the Education Manager on urgent, sensitive, and timely information; stays abreast of trends, research, and resources related to improving culturally relevant academic achievement, whole child development, and college and career readiness strategies for Native American students.
- Attends staff or partners meetings to exchange information and/or take minutes; fosters a positive and productive working relationship with partner LEAs, SEA, other TEAs, funding agencies or foundations, tribal organizations.
- Establish and maintain central filing system and electronic records management systems; formulate procedures for systemic retention, protection, retrieval, transfer, and disposition of records. Regularly utilizes paper or electronic data management systems.
- Maintain confidentiality, and professionalism.

- Other duties as assigned.

Involvement With Data, People, And Things

Data Involvement: Requires gathering, organizing, analyzing, examining, or evaluating data or information and may prescribe action based on such data or information.

People Involvement: Requires persuading or influencing others in favor of a service, point of view, or course of action; may require enforcing laws, rules, regulations, or ordinances. Maintain a high level of participant confidentiality.

Involvement With Things: Requires handling or using machines or equipment that require moderate instruction and experience such as computers, peripherals, or software programs such as word processing, spreadsheets, including Excel, or custom applications.

GENERAL REQUIREMENTS

Reasoning Requirements: Work responsibility requires coordinating work involving guidelines and rules with constant problem solving.

Mathematical Requirements: Requires performing addition, subtraction, multiplication, and division; may calculate ratios, rates, and percentages.

Language Requirements: Requires reading journals, manuals, and publications; speaking informally and formally to groups of coworkers, staff in other organizations; composing original reports, training and other written materials using proper language, punctuation, grammar, and style; presenting professional development programs.

Mental Requirements: Requires specialized technical work requiring general understanding of operating policies and procedures and their application to problems not previously encountered; requires application of specialized technical principles and practices and the use of a wide range of administrative methods in the solution of problems; requires normal attention with short periods of concentration for accurate results and occasional exposure to unusual pressure. Requires use of independent judgement with obvious choices.

Physical And Dexterity Requirements: Requires sedentary work that involves sitting most of the time, may involve walking or standing some of the time; requires little dexterity; exerting up to 10 pounds of force on a recurring basis; routine keyboard operations.

Environmental Hazards: The job risks exposure to no or minimal environmental hazards.

Sensory Requirements: The job requires normal visual acuity and field of vision, hearing, speaking, color perception, sense of smell, depth perception, and texture perception.

Judgement and Decisions: Requires decision-making as a significant part of the job, affecting a large segment of the organization and the general public. Works in a somewhat fluid environment with rules and procedures, but with many variations from the routine. Must be highly accountable, motivated, and organized to complete personal development tasks required to improve one's effectiveness to serve as a community assessment coordinator.

QUALIFICATIONS:

Minimum Educational and Experience Qualifications (Grade 14 Negotiable):

Vocational/Educational Preparation: Requires a minimum of a Master's degree.

Special Certifications And Licenses: Requires a valid Driver's License and ability to be insured under the Tribe's policy.

Experience Requirements: Work experience working with or in public schools, tribal schools, or college/universities. Previous experience overseeing grants, evaluation processes, and maintaining partnerships preferred. Understanding of Federal Indian Education Formula Grant Programs and State ESEA Programs preferred. Experience with Native American organizations is preferred. Experience in writing or working with policy.

Qualified Shoshone-Bannock Tribal Member/Indian and Veterans Preference will apply in compliance with the Shoshone-Bannock Tribes Personnel Policies and Procedures Manual.

IMPORTANT APPLICATION CRITERIA

Instructions: You must turn in all supporting documents to be eligible for this position you are applying for.

A complete application must be submitted to the Shoshone-Bannock Tribes Human Resource Department, P.O. Box 306, Fort Hall, Idaho 83203. Applications can be found online at www.sbtribes.com. Applications can be sent via email to recruitment@sbtribes.com or faxed to 208-478-3950 and are accepted until 5PM on the closing date.

Submit a copy of all supporting documents to be eligible for the position you are applying for. For example: Driver's License, Tribal ID, High School Diploma/GED, Degree or professional credentials, and other supporting documents that verify required qualifications.

Telephone calls are not accepted in place of an employment application or letter of interest.

Applicants who have a current application on file, please submit a letter of interest for each position in which you want to be considered for. The letter should address how you meet each qualification.

Preference will be given to Shoshone-Bannock Tribal member applicants who provide a copy of their tribal enrollment card. Non-enrolled members and other Indian tribal members must provide a Certificate of Indian Blood (CIB) to receive preference.

Preference points will also be given during the interview process to veterans who provide documentation of a DD-214.

Applicants being considered for employment or a political appointment must submit to a pre-employment alcohol and drug screen prior to being hired or appointed. Refusal to take the test will render the applicant ineligible for employment or political appointment.

The Shoshone-Bannock Tribes will conduct an employment background check on new employees to ensure suitability for the position applied for.