



**STATE OF OREGON  
POSITION DESCRIPTION**

**Position Revised Date:**  
**1/21/20**

**This position is:**

- ☒ Classified  
☐ Unclassified  
☐ Executive Service  
☐ Mgmt Svc – Supervisory  
☐ Mgmt Svc – Managerial  
☐ Mgmt Svc - Confidential

**Agency:** Oregon Department of Education

**Facility:** Early Learning Division

☒ New ☐ Revised

**SECTION 1. POSITION INFORMATION**

<b>a. Classification Title:</b> OPA3		<b>b. Classification No:</b>	
<b>c. Effective Date:</b>		<b>d. Position No:</b>	
<b>e. Working Title:</b> Tribal Affairs Manager		<b>f. Agency No:</b>	
<b>g. Section Title:</b> Office of Early Learning		<b>h. Budget Auth No:</b>	
<b>i. Employee Name:</b>		<b>j. Repr. Code:</b>	
<b>k. Work Location (City – County):</b> Salem, Oregon			
<b>l. Supervisor Name (Optional):</b> Sara Mickelson			
<b>m. Position:</b> <input type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input checked="" type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share			
<b>n. FLSA:</b> <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt		<b>o. Eligible for Overtime:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If Exempt: <input type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative			

**SECTION 2. PROGRAM AND POSITION INFORMATION**

**a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.**

The Early Learning Division (ELD) is a division of the Oregon Department of Education. Its mission is to support all of Oregon's young children and families to learn and thrive. ELD values equity, dedication, integrity, and collective wisdom making a positive impact to benefit Oregon's children and families.

The ELD is responsible for oversight of a statewide early care and education service delivery system. This work includes administration of state and federal early care and education programs such as state preschool, home visiting, Relief Nurseries, Early Learning Hubs, and professional learning for early childhood professionals. The Early Learning Council, a Governor-appointed public board charged with coordinating a cross-sector system at the state level to improve kindergarten readiness, serves as the policy-making body for the ELD. As Oregon's child care agency, the ELD is also responsible for the design and implementation of the state's child care work. This includes the licensing program, professional development, and quality improvement (Spark) along with responsibilities for the development and implementation of the state's child care plan pursuant to the federal Child Care and Development Fund (CCDF). Staff members are located in a central office in Salem and in field offices in various parts of the state.

- b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:

The ELD Tribal Affairs Manager functions as an advisor to the Early Learning System Director, the ELD Chief of Staff, Equity Strategy Director, and other ELD directors and staff in planning the implementation of division-wide policies and programs that will support mutual partnership with the nine federally recognized tribes located within Oregon. The ELD Tribal Liaison will be key to ensuring program expansion under the Student Success Act (SSA) and improvements within the Office of Child Care (OCC) supports the goals of tribes and respects sovereignty. The ELD Tribal Affairs Manager works with the Chief of Staff to act as a liaison to provide access and resource for Tribes and tribal members who have concerns, questions, ideas, or suggestions about ELD clusters and programs.

### SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

% of Time	N/R/NC	E/NE	DUTIES
<b>Note:</b> If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.			
35%	N	E	<b>Support Effective Policy for Tribal Relations</b> <ul style="list-style-type: none"> <li>Develop new early learning guidelines based on existing birth-to-five policy and programs;</li> <li>Work with contractors to review work related to revisions to guidelines;</li> <li>Write policies and procedures related to early learning guidelines development and implementation;</li> <li>Research other state practices regarding early learning guidelines and training to develop Oregon’s approach;</li> <li>Develop guidelines training for key roles within early care and education;</li> <li>Work with partners within the professional learning team and broader system to align training and certifications with other efforts in Oregon and nationally, including planning and leading work groups;</li> <li>Develop approach to ongoing funding of Guidelines development and training;</li> <li>Develop approaches to implement standards with all providers within the mixed delivery system;</li> <li>Develop, negotiate and manage contracts and interagency agreements that support integration.</li> </ul>
10%	N	E	<b>Legislative Coordination</b> <ul style="list-style-type: none"> <li>Support legislative visits and other government relations;</li> <li>Develop legislative concepts as part of ELD’s legislative team to support relationships with tribes;</li> <li>Contribute to bill analysis and other legislative work in and out of the legislative session;</li> <li>Design systems to implement changes in legislation;</li> <li>Testify before legislative committees;</li> <li>Research and prepare background information on legislation;</li> <li>Recommend changes in program operations as needed;</li> </ul>

			<ul style="list-style-type: none"> <li>• Translate legislation into program goals, actions, and plans for supporting work with tribes.</li> </ul>
20%	N	E	<b>Coordinating with ELD Staff and Tribal Partners</b> <ul style="list-style-type: none"> <li>• Work with government-to-government partners to evaluate current and ongoing status of ELD program implementation;</li> <li>• Establish criteria to identify and measure program effectiveness for American Indian/Alaska Native children and families in Oregon;</li> <li>• Design and oversee collection of data related to children and families from Oregon's federally recognized tribes and other Indigenous children within Oregon;</li> <li>• Design and oversee data collection efforts, including design and analysis of surveys;</li> <li>• Ensure data collection systems and other evaluation efforts are relevant to tribes.</li> </ul>
30%	N	E	<b>Managing Special Projects to Support Tribal Relations</b> <ul style="list-style-type: none"> <li>• Lead project development and implementation in partnership with colleagues across ELD units regarding program implementation, licensing and regulation, and training for ELD and external staff;</li> <li>• Recommend project budgets and spending plans; Monitor and track project development;</li> <li>• Identify potential risks within projects for effectiveness of program partnership with tribes and suggest ways to mitigate or prevent; develop contractor statements of work;</li> <li>• Work with a diverse group of stakeholders to seek feedback on project work;</li> <li>• Obtain approvals for projects;</li> <li>• Verify quality of project deliverables among colleagues and contractors;</li> <li>• Contribute to equity projects.</li> </ul>
5%	R	E	<b>Other Duties as Assigned</b>
At All Times	N	E	<b>Commitment to Equity</b> <ul style="list-style-type: none"> <li>• In addition to the cultivation of equitable practices across all aspects of your position description;</li> <li>• Learn and apply knowledge and skills to interrupt systemic oppression;</li> <li>• Participate and engage in efforts to further Early Learning Division wide efforts to develop and implement the Equity Breakthrough Team work plans;</li> <li>• Have knowledge of and apply tools, such as the Equity Lens, Culturally Responsive Community Engagement tool, etc., to all the work to ensure that the shared vision and mission of the Early Learning Division is clearly articulated in all the work produced.</li> </ul>

## SECTION 4. WORKING CONDITIONS

**Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.**

Frequent work with others, including in open and often noisy work environment.

## SECTION 5. GUIDELINES

**a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.**

Federal and state laws, Oregon Administrative Rules; Oregon Accounting Manual; Collective Bargaining Agreements; All Statewide policies and procedures (State Procurement, Human Resources, Risk and Safety, Fleet, Facilities, PEBB and EAP, etc.) protocols and procedures; Child Care Development Fund (CCDF); Preschool Promise Standards and Guidelines; Head Start Act

**b. How are these guidelines used?**

These guidelines are used to inform project design and implementation; to guide staff development; design and coordinate legislation and other policy; to inform policy advice

## SECTION 6. WORK CONTACTS

**With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?**

Who Contacted	How	Purpose	How Often?
<b>Note:</b> If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".			
OELSD – Chief of Staff	In person/email/telephone	Coordinate and advising work	Regularly
OELSD – Early Learning Systems Director	In person/email/telephone	Coordinate and advising work	Regularly
Grants and Operations Unit	In person/email/telephone	Design scopes of work; management of contracts	As Needed
DHS Self Sufficiency Unit	In person/email/telephone	Alignment of program and policy	As Needed
Hub Directors	In person/email/telephone	Direction on work, feedback	Regularly
Preschool Providers	In person/email/telephone	Direction on work, feedback	As Needed
Legislators	In Person, telephone, e-mail, mail	Provide information; answer questions	As Needed
Early Learning Council & Committees	In person, e-mail, telephone	Coordinate activities; answer questions; seek information and advice	As needed; varies from daily to monthly

## SECTION 7. POSITION RELATED DECISION MAKING

**Describe the typical decisions of this position. Explain the direct effect of these decisions.**

Requires good judgment in deciding what information to provide to Early Learning Council, ELD staff, ELD management, public, stakeholders, other state agencies, and government officials. Requires the ability to identify and safe-guard sensitive information. Requires frequent decision making in terms of accuracy, timing, method, and content of information

dissemination. Decisions on information must be accurate and reflect the policies and priorities of the Early Learning Council, the Early Learning Division, the Early Learning System Director, and the Governor.

## SECTION 8. REVIEW OF WORK

### Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
Chief of Staff		In person/via email/telephone	Weekly	Feedback, support, assessment

**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

## SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

- a. How many employees are directly supervised by this position? 0
- How many employees are supervised through a subordinate supervisor? 0
- b. Which of the following activities does this position do?
- |  |   |
|--|---|
| <input type="checkbox"/> Plan work               | <input type="checkbox"/> Coordinates schedules                    |
| <input type="checkbox"/> Assigns work            | <input type="checkbox"/> Hires and discharges                     |
| <input type="checkbox"/> Approves work           | <input type="checkbox"/> Recommends hiring                        |
| <input type="checkbox"/> Responds to grievances  | <input type="checkbox"/> Gives input for performance evaluations  |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Prepares & signs performance evaluations |

## SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

**ADDITIONAL REQUIREMENTS:** List any knowledge and skills needed at time of hire that are not already required in the classification specification:

- Previous experience working with or involvement in Oregon's federally recognized tribes and other Indigenous children within Oregon;
- Knowledge of early care and education programs, policy, and standards;
- Understanding of system-thinking and/or design-thinking;

**BUDGET AUTHORITY:** If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount (\$00000.00)	Fund Type

**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".


**SECTION 11. ORGANIZATIONAL CHART**

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

**SECTION 12. SIGNATURES**

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority Signature

Date